

TRAINING FOR SUPERVISION
AN OUTLINE AND MANUAL
FOR THOSE WHO ARE ALREADY SUPERVISORS MANAGERS OR EXECUTIVES
OR THOSE WHO EXPECT TO BE

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Approved:

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December 12, 1950

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CHAPTER I

THE PROBLEM

There is enough engineering know-how to do practically anything in the world that is necessary to be done. We have engineered ourselves into all kinds of problems in terms of getting done what we know how to do.

The basic commodity of business is human effort and the greatest problem faced by business is in getting the greatest productivity possible through the proper application of human effort.

It appears that we know how to do everything except get along with each other.

The direction of human effort during the second world war was a far greater problem than the application of engineering know-how. Yet we make something hard out of something simple by not treating people with dignity and respect and recognizing that workers are human beings first and employees second.

This manual proposes to be a compilation of simple principles found to be effective in training for supervision. It will embody techniques which may be applied to any business or industrial situation where human beings are called upon to work in spatial

relationships and participate in a joint endeavour toward a common goal.

This manual may be used as a discussion guide by men and women who are called upon to lead others. It is concerned with leadership. The others may be workers under their direction, others on their own level, or superiors whom they are capable of influencing, but in any event they are other individuals. The objective is to develop through active participation and discussion and contribution to and by the group an attitude that is meaningful to the individual which implements a point of view and frame of mind so that he will be or become a more adequate, more useful, and more responsible associate and more responsive member of an organization whatever his capacity.

It is designed to encourage men and women whose role it is to direct others in facing the problem of productiveness to share experiences and by so doing arrive at mature solutions of living and working together.

It assumes that under a free enterprise system, with profit as the motive, work can be meaningful to the worker and profitable to all segments of our society -- the consumer, stockholders, worker, management, and the government.

In The Administrator, Glover and Hower stated it as follows:

The qualities which . . . distinguish the administrator are his ability to think and act responsibly, to work co-operatively with others, and to provide others opportunities to work effectively and with satisfaction within the group . . . Men cannot be "lectured" into being administrators and they

cannot develop by being told what and how they should think.¹

The term "supervisory training" is purposefully avoided.

Supervisory training has met with doubtful acceptance because much of it has not been good or has been actually bad. Much of it has assumed the attitude of imposing training on supervisors, or worse still, imposing opinions and points of view on a captive audience.

"Training for supervision" will be approached here on the basis that here is information for those who supervise if it is useful to them, or needed or wanted. With this principle as a beginning point, it is hoped that an atmosphere will be created and an understanding will be established that each man and woman is being asked not to receive but give of his information, experience, and maturity and pool it along with that of others who are participating in training for supervision. The combined experience, information, and maturity of the group provide a vast reservoir of rich resources to be placed at their disposal. If this premise is established, each man and woman who participates in training for supervision may be brought to feel at the beginning of such training that he is there to give, share, not just get. He may be convinced that his opinions, experiences, and evaluations are needed by others to face squarely with others who have a like problem the responsibility of working out a solution.

Conferences attending the "training for supervision" provide only the medium of exchange. No one is there to tell them in any way

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John Desmond Glover, Ralph M. Hower, The Administrator (Chicago: Richard D. Irwin, Inc., 1949), p. 135.

what to do or how to do it, but the meetings are held to create an area of circumstance where basic considerations are discussed.

Techniques which have been effective in other areas are presented for possible application if considered desirable and applicable to that participant's area of responsibility.

The principle that training for supervision is a facility to which the supervisor is entitled is followed. It is an adjunct to meeting a production, quality, or cost problem which is complicated by the human element in business and is offered as a tool with which to implement the supervisor's desire to get the job done and increase his own effectiveness in the organization. The firm presents the training for supervision with the attitude that here is something which may make his job more productive, easier, and more satisfying to him as an individual and as a supervisor. It may at the same time reduce costs and increase the profit ratio. The training for supervision is offered by the company with the point of view that it is the responsibility of the company to provide this facility for the staff's use as is the case in furnishing the other facilities needed to get the job done.

The principles pointed up may be used also as a basis for a college course for training young men and women to first integrate themselves into a group before they can expect to lead.

The principles may provide the basis for methods to be applied in utilizing the basic commodity of business to the best advantage. These principles may provide a means whereby many young men and women

will avoid the misfortune and unhappiness accompanying a poor approach and lack of maturity, as a person or in business, so often mistaken for arrogance and which so often prevents them from having the opportunity to apply the extensive technical information earned through years of formal education which they are so anxious to demonstrate.

It is believed that the principles, techniques and considerations pointed out will enable those who will use them to find some of the acceptance essential if business accomplishment is to be expected or if personal success is anticipated.

There is the assumption that the only way to get anyone to do anything is to handle him in such a way he will wish to do it.

This can be done under a free enterprise system with profit as the motive, serving the interests of all segments of our living and being without violating the principles of good business procedure, Christian ethics and the practice and perpetuation of our American freedoms.

This study is not represented as a lofty treatise, nor a Pollyannaish statement, nor an admonition to spread sweetness and light. It is a statement of principles.

To those who will apply the principles, it is recommended. The principles are a sound basis for business procedure.

This study will deal with real people, real situations, real problems, and the things that really make them up and that really matter.

It will talk about competence . . . competence defined as knowing, doing and being. And it will do so in terms of self-interest of those who lead, and those who may someday be asked to try.

No claim is made that when one has mastered all of the principles set forth and subscribed to them that he will be through "training for supervision." Indeed not, he will then be ready to learn how.

II

INTRODUCTION

Engineering has out-distanced skills in human relations to a point where problems have been created which threaten the very democratic processes which made progress possible.

Vital as it is, it is no longer just a matter of profitable business operation. The cost of industrial strife can be estimated. The price of inarticulate social unrest in business is more difficult to measure. Its insidious encroachment has attained proportions where it is now industry's greatest obstacle.

Considerable effort has been expended in reviewing the available literature and ascertaining current practices dealing with the problem of training for supervision. It is not intended to make any claim of originality in any ideas or principles contained in this thesis. No finality is assumed in its presentation.

What is represented here, it is hoped, is the best of the results which have accrued from the thoughtful examination, mature consideration and sincerity of purpose of men and women who feel that we know so little about getting along with each other, while so much is known about all other phases of business and industry.

A complex economy, interdependence of people and nations, long chains of command, impersonal aspects of absentee ownership, regimentation, wide gaps of contact brought about by huge numbers, mechanization of industry, volume and speed of production, dilution of jobs, minute specialization, highly competitive markets ... all of these have created circumstances in which doubts flourish, misinformation is rampant,

interpretation is faulty, communication is poor, direction is a problem, and where a feeling of security is difficult for a people nurtured on independence, rugged individualism, and the idea that any American boy may some day be President of the United States or something else.

Evidence abounds that a high value is placed by people on satisfactions realized in belonging to groups, and a feeling of togetherness. Business is now a socio-economic entity. These groups provide an intangible social outlet from monotony, lack of personal expression on the job, a feeling of unimportance, or other unsatisfying aspects of the work situation. Groups compete for the loyalty of the people. These conditions spawn unrest.

Man does not seem to separate his work life from the rest of his life. What happens away from his work may have more bearing on influencing him than what transpires on the job.

Dealing with a worker's whole personality in all of its aspects presents itself as an integral part of business management.

Relationships men have with each other in their day to day living experiences shall determine the course of our personal lives, economic opportunities, governmental structure, and the perpetuation of our freedom.

Supervisors, managers, and executives are the key men in the democratic struggle today. Men can best be approached where they live. It is in business and industry where the decision will be made. It is the leaders of all levels of management who shall determine which way we shall go and how far.

Men respond to things meaningful to them. Managers are men just as workers are men. The effort in this study has been to seek out and put in personal terms those things which would appeal to supervisors, managers, and executives as individuals and would serve their personal interest and have meaning in their living and being.

To show Joe what is in it for him seems to be the most reasonable approach. It is the one it is believed will motivate him. It will be his choice to act ... because he wants to ... because he sees why ... and it matters to him.

Where the ideas presented here came from cannot in every instance be specifically pointed out. Their presentation and rearrangement is my responsibility, and should not be attributed to any other.

The first acknowledgment is due to the hundreds of little men and women of virtually no status, but who were responsible for getting the work out, whom I was privileged to work with and learn from in the textile, aircraft and banking industries, and in education and government, who by heartache and backache found principles which motivate men to action ... who pointed out to me what not to do as well as what to do ... at least in their own operations; they did not know whether it would work elsewhere or not, and did not attempt to say.

Without assigning any responsibility for what is said but instead to express my appreciation for the opportunity of studying under them, the following men of the faculty of the Georgia Institute

of Technology should be cited: Dr. A. R. Marshall, Labor Relations; Mr. D. B. Wilcox, Industrial Engineering; Mr. R. D. Bowden, Sociology; Dr. S. Q. Janus, Psychology. It is hoped that through the influence of these men of varying fields I was able to attain a balanced point of view in this presentation.

Grateful appreciation is also expressed to Lt. Col. Charles A. Drake, GSC (retired), Business Management Consultant, and former Head, Methods Department, United Merchants and Manufacturers Management Corporation, and to his wife, Frances Spodick Drake, Research Technician and Writer, American Management Association, for their friendship and inspiration over a period of many years.

Also from business and industry acknowledgment is due Mr. R. H. Rich, President of Rich's Inc., Atlanta, for information from his address, "Twenty-Three Responsibilities of a Supervisor"; Mr. F. A. Willingham, Director, Industrial Relations, Atlantic Steel Company, Atlanta; Mr. M. E. Berthiaume, Industrial Relations Manager, Cluett, Peabody & Company, Inc., Atlanta; Mr. B. W. Cardwell, Personnel Director, and Miss Helen Davidson, Training Director, Rich's Inc., Atlanta; Mr. Bruno Stein, Personnel Director, Southern States Equipment Company, Hampton; Miss Eleanor Davis, Training Director, Bonwit Teller Company, New York; and other friends and associates in the Personnel Club of Atlanta and the Richmond Personnel Executives Association with whom this subject has been discussed and whose thinking and facilities have been made available to me.

Information from the literature of the American Management

Association, National Foremen's Institute, Inc., Society for the Advancement of Management, National Council of Industrial Management Clubs affiliated with the Y. M.C. A., National Office Management Association, the Training Within Industry Report of the War Manpower Commission, Bureau of Training, and trade periodicals Mill and Factory, Factory Management and Maintenance, and Modern Industry, have been drawn on freely.

The personnel conferences and management meetings of the American Management Association, Society for the Advancement of Management, Personnel Club of Atlanta, Richmond Personnel Executives Association, Southern Conference on Human Relations, Gulf States Industrial Conference, and National Office Management Association have provided opportunities to listen to the best thinking on the subject of human relations contribution to business and industry and their findings from a sincere desire to make our living and working together a satisfying experience of dignity and wholesome respect in a practicing democracy.

Acknowledgment is also made to Mildred Hubbard Taliaferro, Vice President of Taliaferro Associates, Atlanta, my wife and professional associate for her insistence to keep the approach in this study direct and basic.

There is no claim to originality. There is no claim to adequacy. There is a strong hope that what is presented is useful.

III

IMPORTANCE OF THE STUDY

Vision is the faculty of seeing.²

Super is a latin prefix signifying above and beyond.³

Training is teaching by practice.⁴

Practice is to do or perform habitually.⁵

Teaching is defined as giving intelligence and to exhibit so
as to impress on the mind.⁶

The validity for participating in and engaging in training those who are supervisors, managers, and executives, or those who expect to be, is stated in the implication that by doing so these men and women may acquire (the wisdom of using) the intelligence and have exhibited (to them) so as to impress on their minds the significance of employing the faculty of seeing above and beyond those whom they direct. The merit of doing so habitually as a practice is suggested. Training for supervision may then be accepted in terms of a profitable procedure for accomplishing their personal goals.

The merit in training for supervision shall come in its being meaningful to them as individuals, and secondarily to them as

²Webster's Dictionary (Chicago: The Geographical Publishing Company, 1943), p. 1097

³Ibid., p. 976

⁴Ibid., p. 1026

⁵Ibid., p. 780

⁶Ibid., p. 998

supervisors, managers, executives, or prospective ones.

The need which dictates training in this area is cited by Lawrence A. Appley, President of the American Management Association in The Supervisor's Management Guide:

While the manager on the front line deals with two major resources -- physical and human -- effective handling of the latter is by far his more important job. The degree to which the supervisor's job is pervaded by the human factor may be gauged by the finding of a recent survey that fully 60 per cent of the average foreman's responsibilities involve personnel and human relations problems. Unfortunately, though American management has distinguished itself for its mechanical ingenuity and has acquired unexcelled technical "know-how," it has a long way to go in the development of human relations skills. We have unleashed the power of the atom but have yet to learn how to tap the full potentialities and reserves of the human spirit.

.
 . . How can we bring out the best in individual employees, motivating them to work together cooperatively and enthusiastically? How can we achieve optimum productivity, at the same time maintaining a high level of morale? What are those attributes of the ideal supervisor that inspire confidence and respect, that make people instinctively follow him, and that induce to the maximum degree the all-important "will to work"?⁷

The validity for the training for supervision with reference to the cost involved in the supervisor's bringing the new employee up to a point of profitable productivity is expressed by Bernard Haldane in Modern Management in the April 1949 issue when he stated, "It costs a minimum of \$2,000 to develop a "freshman" employee to a point where he begins to pay off."⁸ The effectiveness of the foreman in his training function becomes then a dollar and cents matter.

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Lawrence A. Appley, The Supervisor's Management Guide (New York: American Management Association, 1949), p. 5

8

Bernard Haldane, "Get Started Right," Modern Management, (New York: Society for the Advancement of Management, April 1949), p. 21

Bellows concludes that, "Turnover is one indicator of the success of a foreman or department head. Other things equal, if the turnover rate is high, it may be very suggestive of the foreman's inefficiency in dealing with personnel and personnel relations."⁹ He points out that excessive turnover is extremely costly to management but the extent of its cost is not generally realized. He discusses it as an inherent part of all operating expense in three parts: loss in production volume; increased operating expenses; and administrative costs.

Pigors and Myers cite the findings of J. E. Walters in their Personnel Administration and tie it down to dollars and cents:

Some effort has been made to estimate the amount of these costs. For example, an itemized account of expenses involved in the turnover of an hourly rated employee in a boiler-manufacturing company totals \$95.47... . Walter states further that turnover costs vary from \$8.50 for unskilled laborers to \$250 for skilled workers... .¹⁰

The Armstrong Cork Company expresses its position with reference to training for supervision in the following way:

In the day of the small industrial unit, the manager - quite often the owner - had close personal relations with each employee. He was in a position to keep each one informed of the pertinent facts concerning the progress of the business, to educate him in his business philosophy, and to be a real influence in his personal development to meet job responsibilities. Today, we know it is impossible for the business executive to do many of these personally. Even if Thomas M.

⁹Roger M. Bellows, Psychology of Personnel in Business and Industry (New York: Prentice Hall, Inc., 1949), p. 273

¹⁰Paul Pigors and Charles A. Myers, Personnel Administration (New York: McGraw-Hill Book Company, Inc., 1947), p. 99

Armstrong could be here, he could not operate as in his day. The loss is real. Facing us is the problem of re-establishing the management-employee understanding of yesterday through a different channel. It is generally agreed that supervisors must take the place of the manager/owner of yesterday in relationships with employees. They cannot do so effectively, however, without adequate preparation and personal development.¹¹

"To the worker, the supervisor is management." In "Personnel Is People" prepared for the American Management Association's Supervisor's Management Guide, Harry A. Bullis has this to say about supervisors and their need of insight as a business asset:

Human relations problems are clearly the most important issues, and certainly the most vexing, before the world today. . . . First of all we should think of a human individual, not as being composed of one part which carries on physical activity and another different one which does the thinking. We must think of the individual as a unit, which both thinks and acts.

Whether in the plant or the office, the person who can most directly affect employees' sense of participation is the supervisor on the line. It is the immediate supervisor who has the day-to-day and hour-to-hour contact with the men. To the worker, the supervisor is management. . . . A good supervisor understands the motivating forces behind human behavior. He will know that Joe is worried over a sick child, or over a wife who is spending too much on clothes. He can handle Joe accordingly on the job, sympathetically and skillfully. We prevent breakdowns of machines and motors because we know the danger signals. A doctor can predict heart conditions and other ailments from symptoms. By the same token, an alert supervisor can see when a disruption or bad attitude is developing in his working force. If he senses the trouble, he can prevent a major upheaval, or the loss of good employees, or an increase in costs. Here an ounce of prevention is always worth a pound of cure.¹²

¹¹The Supervisory Six, (Lancaster, Pa.: Armstrong Cork Co., 1945) p. 1

¹²Harry A. Bullis, "Personnel is People," The Supervisor's Management Guide, (New York: American Management Association, 1949) pp. 18-20

Earnest Dale in dealing with the development of foremen in management says, "Foremen are not really the forgotten people of industry; many of them might be more aptly described as the confused and uninformed members of management."¹³

In the same publication, Alvin E. Dodd, former President of the American Management Association cites the reasons for the plight of foremen and hence the need for training of and communication with them:

The depression of the '30's, the rise of staff departments and the development of specialized technical knowledge, the growth of labor unions, and the impact of the war have changed the status of foremen. As a result some of his functions allow him less scope than in the past. On the other hand, instructions, standards, and the technical aspects of his job have often increased in difficulty, while the range of his relationships has been greatly extended, and the relationships themselves have become more complex. Thus he finds it harder to keep everybody satisfied with his work. . . . It may be said that the consideration of these methods for application is good labor policy and sound scientific management, regardless of the existence of foremen's unions. . . . Foremen are a part of management. But the statement must be followed up by action.¹⁴

Perhaps the best justification for training for supervision is given in War Manpower Commission's Training Within Industry Report published in 1945 when the program was terminated as far as Federal

¹³Earnest Dale, The Development of the Foremen in Management Research Report Number Seven, (New York: American Management Association, 1945), p. 9

¹⁴Alvin E. Dodd, The Development of the Foremen in Management Research Report Number Seven, (New York: American Management Association, 1945), p. 4

assistance is concerned, leaving it to industry and labor to carry on from there:

Training is for the good of plant production -- it is a way to solve production problems through people; it is specific and helps people to acquire skill through use of what they have learned.

.....

People have to learn to do jobs. They can learn by being trained or they can learn through mistakes, through gradual catching on. "Learning by doing" is good, planned training. "Learning by accident" or "by exposure" is only a hope and represents a serious charge against good management . . .

.....

Training is a multiplying process -- one person's "know-how" and "can-do" spreads to many. No plant can afford to ignore this useful device. . . . In wartime such wasteful practice was against national interest. In peacetime, competition takes care of poor business management.¹⁵

No one statement better indicates the essentiality of training for supervision than the lead of Stuart Chase's Reader's Digest article in September 1943, and with the third world war possibly on the horizon the same may be true today, "A wise manufacturer recently remarked: 'The most critical shortage today is not oil, rubber, steel or ships; it is not even manpower. It is the intelligent management of men.'"¹⁶

I. O. Royse, General Office Manager of the Ralston Purina Company, writing in the September 1950 NOMA Forum approaches the subject of teaching skill as follows: "In business, good training is taking the place of giving orders. A good executive desires to bring

¹⁵The TWI Idea! The Training Within Industry Report (Washington: War Manpower Commission, Bureau of Training, Training Within Industry Service, 1946), p. 17

¹⁶Stuart Chase, "Teaching Foremen That Workers Are People" (Readers Digest, September 1943), p. 17

out growth in other people through teaching them. This is a process of developing their capacity. It applies to associates and subordinates."¹⁷

The importance of training for supervision is again suggested by the fact that supervisors, managers, and executives have a more difficult task today than ever before because of the rapidity of industrial change and the qualitative problems of labor supply in the dynamic nature of our present industrial economy. Dilution of job requirements, loss of workmanship brought about by mechanization and social isolation make greater demands than ever before upon the skill and ingenuity of the supervisor in getting the job done and faces him with newer problems in the reactions of workers to the superficial and artificial world which touch their basic drives, create frustrations and thus contribute to industrial unrest and conflict brought about by unsatisfying social living in the work area.

"The price of industrial mechanization--sometimes called progress--is undeniably high," Moore says in his Industrial Relations and the Social Order. "Mechanization is claimed to have destroyed 'workmanship' in the sense of pride in individual creation traditionally associated with independent creative effort, and technological change is charged with causing outright loss of livelihood to some workmen, reduction in skills to others, and increasing insecurity to all."¹⁸

¹⁷I. O. Royse, "How Well Do You Lead?" NOMA Forum (Philadelphia: National Office Management Association, September 1950), p. 21

¹⁸Wilbert E. Moore, Industrial Relations and the Social Order (New York: The MacMillan Company, 1949), p. 290

The Personnel Club of Atlanta, 1949 winner of the Freedoms Foundation Award for its outstanding contribution to the American way of life, indicates the importance it attaches to leadership in American business and the responsibility it faces in claiming:

The relationships men have with each other in their day to day living experiences shall determine the course of our personal lives, economic opportunities, governmental structure, and the perpetuation of our freedoms. These are the elements with which our human relationships in America are concerned today under a system of free enterprise and constitutional government.¹⁹

IV

PREVIEW OF THE THESIS

The opinions of the foregoing men of accomplishment and maturity whose judgment can be respected have cited the importance of such a study. They have pointed up the need in overall terms of industry, that group called management, the social and economic aspects to our society, and even the significance to the governmental structure of our nation.

Training for supervision's final common denominator must be in terms of the individual who is the supervisor, manager, or executive, or who expects to be.

What is in it for Joe?

That is the final question. That is what makes training for supervision important.

Why should Joe train? What does training offer him? What will training profit him? What is it anyhow? What is there in it that makes training for supervision meaningful to him? How is training accomplished? How is training going to be presented to him so he will want it, not just passively accept it, or downright reject it? What will Joe have when he gets through training for supervision? And where will he go from there?

HISTORY AND PRESENT STATUS OF PROBLEM

Tracing the history of the problem of training for supervision entails going back to 1890 to a man named Frederick Winslow Taylor, a mechanical engineer who is known as the father of scientific management. To understand Taylor, it is necessary to refer to his early work at Midvale Steel Company.

Taylor proposed scientific management as opposed to "management of initiative and incentives." . . . He proposed that management take on new duties, such as (1) developing a science for each element of a man's work, (2) scientifically selecting and training workmen, (3) cooperating heartily with the men, and (4) taking over all duties and work for which it is better fitted than the workmen. Taylor states in summary, "Under the management of initiative and incentive practically the whole problem is up to the workmen, while under scientific management fully one half the problem is under management." To be perfectly blunt, either Taylor must have been a super-salesman or industry in 1890 was very primitive and its executives very naive.²⁰

To present an accurate picture of the history of training for supervision it is also necessary to note at this point that a man named C. R. Dooley joined the staff of Westinghouse Electric and Manufacturing Company in 1902. The same year another man joined Western Electric. His name was Walter Dietz.²¹

It was in 1911 that Frank Gilbreth's book on Motion Study appeared. It was this same year that Taylor's book, Principles of

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Milton L. Blum, Industrial Psychology and its Social Foundations (New York: Harper & Brothers, 1949), p. 202

21

The Training Within Industry Report, op. cit., p. ix

Scientific Management was published.²²

The Taylor Society was founded at the suggestion of Frank Gilbreth in 1912 during the days of Taylor and was for the purpose of getting a small group together to discuss their problems.²³

"Hugo Munsterberg in his Psychology and Industrial Efficiency²⁴ set the stage in 1913 for the work of psychology in industry.

In 1917 the Society of Industrial Engineers was formed.²⁵ It later merged with the Taylor Society to become the Society for the Advancement of Management.

With the coming of World War I, Mr. Dooley who had joined Westinghouse's staff in 1902 and Mr. Dietz who had been with Western Electric since that same year, and Mr. M. J. Kane who had been with General Electric Company as a personnel director were called to Washington and placed on loan to the government. In all of their companies the planning and direction of training was a part of the responsibilities of these men.²⁶ They were, along with other leading specialists, asked to lend their talents to facilitating the production

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Walter Dill Scott, Robert C. Clothier, William R. Spriegel, Personnel Management, Fourth Edition (New York: McGraw Hill Book Company, Inc., 1949) , p. 233

23

Lillian Moller Gilbreth, Then and Now, an address delivered before the Atlanta Chapter, Society for Advancement of Management and the Engineering Extension Division, Work Simplification Study Course, sponsored by the School of Industrial Engineering, Georgia Institute of Technology, Atlanta, Georgia, October 11, 1949) , p. 10

24

Blum. op. cit., p. 11

25

What is it - SAM - What it does, the Society for Advancement of Management (New York: Society for Advancement of Management, 1950), p. 4

26

The Training Within Industry Report, op. cit., p. ix

for defense of democracy during this conflict which was to make the world safe for all times.

The need for vast amounts of defense materials during a time when democracy and individual freedom was the battle cry by necessity elevated the individual, dignified the little man and brought into focus the fact that man's spirit as well as his energies was a factor in getting the job done.

The rise of unionism during this period and the subsequent roaring twenties when America and its industry reached its peak together with the number of phenomenal fortunes amassed and general prosperity of the common man lent credence to the American philosophy of equal rights, equal opportunities, and that any American boy could some day be President.

The need for harnessing of these constructive forces to meet the inventive genius of the technological developments followed rapidly. Industry was faced with the realization that training was important if not essential. This had been growing in the minds of industrialists and had been gradually penetrating their consciousness since the early days of Taylor, the Gilbreths, and through the work of such men as Dooley, Dietz, and Kane, and through such organizations as the Taylor Society and the Society of Industrial Engineers.

It should be noted here that there is a world of difference between Taylor's views and the present day views of training leaders and working people.

Some of these differences can be attributed to the work which has been done by Frank B. Gilbreth, an engineer, and his

wife, Lillian, who was trained in psychology

.
The two Gilbreths worked together very closely and the results of their work demonstrate the advantages in having an engineer and a psychologist work in cooperation. From their training, the engineer and the psychologist acquire a great deal of complementary information. Alone they can make mistakes. Together they can make real progress. They can act as a check on each other so that the human element does not cause neglect of the mechanical and vice versa. It is indeed too bad that such teams are not more frequent.²⁷

The birth of another great organization came about during this period under the name of the Corporation Training Schools. Its significance will be noted when it is realized that this is the organization which became the American Management Association in 1923 and now enjoys a background of over thirty years' activity in the management field.

The American Management Association is composed of industrial and commercial companies and executives interested in modern and efficient management methods for their own organizations. Because its membership includes almost every type of industry, the Association makes possible, by conference, publications, and special services, a broad interchange of management information and experience. . . . Its interests are solely the practical solution of current business problems and the development of the science of management. . . . Personnel -- This AMA division is considered the largest and most important group in the country dealing with personnel and industrial relations problems. Members in this division are kept abreast of latest developments in selection, training, compensation, collective bargaining and employee welfare.²⁸

"Just as Hugo Munsterberg set the stage in 1913 for the work of psychologists in industry, so the Hawthorne Studies in 1927, can be

²⁷

Blum, op. cit., p. 204

²⁸

American Management Association - Its Functions and Operations
(New York: American Management Association - undated), p. 1

considered as the "starting of the show."²⁹ This is the comment of Blum with regard to the important studies conducted by the Western Electric Company, Hawthorne Works, in Chicago.

Blum cites the importance of the Hawthorne studies as follows:

They represent an honest and concerted effort to understand employees, instead of approaching the problem from the managerial point of view of increasing "efficiency" on the economic level. Moreover, they are interesting because they are a type of experiment which is rarely performed in industry. They do not try to define a response as the result of the introduction of change; they recognize that it is a result of the specific change, plus the employee's attitudes, his social situation on the job, and his previous attitudes as determined by his personal history and background . . . The program which was generally accepted, led to improvement in three fields: personal adjustments, supervisor-employee relations, and employee-management relations.³⁰

It was during the roaring twenties that so called "efficiency experts" had their day. The misapplication of both industrial engineering and industrial psychology principles, by those who were not maturely qualified by information and experience and still further handicapped by overenthusiasm, brought ill repute to these principles and slowed their acceptance. These principles have since proven to be not only the bulwark of our industry but an integral part of our industrial democracy as the basis for our political democracy.

The miracle of the machine was not an unmixed blessing. Moore in his Industrial Relations and the Social Order says that:

The price of industrial mechanization -- sometimes called progress is undeniably high. . . . If the possibility of pride

²⁹

Blum, op. cit., p. 11

³⁰

Blum, op. cit., pp. 45-46

in creative effort is not less in modern industry, its lack is more keenly felt because the ideal is shared by a large number of the productive force.³¹

The coming of the depression in the thirties and the attendant vast unemployment which may have brought us to the verge of revolution, if it did not create the New Deal and its philosophy which glorified the dignity of man and the worth of the individual and his inalienable rights as a human being and an American citizen, provided circumstances which promoted the popular conception that business and industry is a joint endeavour of investors, hired management, hired labor, buying customers, and that it was not only the right but the obligation of the government to participate in order to protect each of these which in the final analysis is an individual. It further crystalized the attitude that the rights of the individual are important along with the rights of any or all of these as a group, and gave impetus to the passage of the various pieces of social legislation passed with the view toward defining, equalizing, and protecting rights and interests.

The accomplishment of these pieces of legislation in the form of the Norris-LaGuardia Act (1932), Wagner Act (National Labor Relations Act) (1935), Social Security Act (1935), and the Fair Labor Standards Act (1938), Taft-Hartley Act (Labor-Management Relations Act 1947) is not the point under discussion. They are cited to indicate their contribution both in scope and content to the problem of training for supervision and to point upward the additional demands these pieces

31

Moore, op. cit., pp. 294-95

of legislation make on those who manage.

All these changes, technological, social, economic, and political brought new needs, new problems, new attitudes, and new organizations or agencies and associations to meet them.

The Society for the Advancement of Management is one of the leading associations which was formed during this period. The Society was formed in 1936 by the merging of the Taylor Society and the Society of Industrial Engineers. A third organization, the Industrial Methods Society, merged with the Society for the Advancement of Management in 1946.

The organization was inspired by the conviction that in our economy only those enterprises can endure in the long run which conduct their operations through plans and methods which eliminate waste of human and material energies; which meet a genuine economic need as determined by careful analysis of markets; and which encourage highest productive effort through sound human relations.³²

Other groups which have contributed to the literature and whose organization grew out of the circumstances which required attention to the demand for leadership are cited by Kirk Earnshaw in Your Public Relations:

Basic is the continuous and intensive training of foremen in regular classes, meetings with top company officials, and foremen's club activities. . . . training outlines and other literature of the National Association of Foremen's Clubs, the National Association of Manufacturers, and the National Foremen's Institute can provide management with useful materials for establishing training programs.³³

32

What it is - SAM - What it does (New York: The Society for Advancement of Management, 1950), p. 4

33

Kirk Earnshaw, Your Public Relations, Edited by Glenn Griswold and Denny Griswold (New York: Funk & Wagnalls Company, 1948), p. 155

During the depression years there was a decline of actual formal training for leadership but it was during this period that industry, so hard pressed, humbly felt the need for leaders, real leaders. The dawning consciousness of industry at this point is perhaps suggested by the one publication published by the American Management Association in the depression year of 1932 entitled Personnel Management - An Appraisal.

No other publications were issued in the AMA Personnel Series until 1935 when six were published, followed by three in 1936, seven in 1937, four in 1938, four in 1939, five in 1940, until as of February 1950 some 132 or more had been published by this association alone. It is significant to note that number 132 was entitled The Human Relations Job of Personnel Management and contained the following contents:

"Profits and People: The Personnel Function of Management"
by Charles R. Hook, Jr.

"A Management Approach to the Problems of Individual Adjustment"
by Allen B. Gates.

"Developing an Employee-Activities Program" by W. H. Edmund.

"Fashions, Fallacies and Fundamentals" by Garret L. Bergen.

The impetus for doing came with the Training Within Industry (TWI) program as an emergency service to the nation's war contractors and essential services. It originated in the Council of National Defense in August 1940 and its closing in the fall of 1945 came at the same time as the War Manpower Commission ceased to function.

It is not possible to try to understand this World War II agency called the "Training Within Industry Service" without looking at the backgrounds of the four men who developed and directed it: C. R. Dooley, Director; Walter Dietz, Associate

Director; M. J. Kane and William Conover, Assistant Directors. They had known each other for years and shared the same philosophy of training for production, although each brought with him to TWI his own special experience and talent. Each joined TWI in 1940 on loan from his employer without government compensation

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Mr. Dooley, Mr. Dietz, and Mr. Kane had been borrowed by the government in the first World War. In coming back to head a group facing even more difficult problems, they brought with them not only their own previous war training experience but also a knowledge of what had been happening in industrial training since World War I. They also brought the knowledge that the valuable experiences of the first war had not taken root in very many industrial establishments and therefore they had some idea of the difficulties in making use of training techniques to increase production. This time, the work had to go deeper into the consciousness of management.³⁴

Training Within Industry is known for the results of its program. The programs were designed to get out better production and do it faster so that this conflict could be ended sooner, and also to help lower the cost of the war.

These programs accomplished phenomenal results and they will be drawn upon freely in this thesis, but there is nothing new about TWI programs. They are built on accepted principles.³⁵ This is a statement of fact intended to point up their merit and should not be interpreted as playing down the magnificent contribution made by these programs. Instead the very strength of these programs lies in the simplicity, fundamental approach, honesty, careful presentation and application of accepted principles. The program was designed to achieve the practice of them.

³⁴

Training Within Industry Report, op. cit., p. x

³⁵

Ibid., pp. ix-xi

Another important development of the war period included the spread of unionism among foremen, and particularly the founding, in 1941, of the Foremen's Association of America.

The establishment of foremen's unions is not a development of the 1940's, but the "problem" of foremen's unions is a product of the decade. . . . When a determined attempt was launched during the early forties to establish foremen's unions in other industries, the public awoke to a new labor problem. The question of foremen's unions became a key issue in industrial relations. It remains such an issue today.³⁶

Foremen had come to feel that they were neither fowl nor fish. They were not a part of that group called management nor an integrated part of the worker group. This left them in an unsatisfying social living position in the work area. Perhaps motivated by this, they found action if not an answer in the need to organize. In fact, in a report issued by the American Management Association in the middle forties, the chief responsibility for the unionization among foremen was placed on management's doorstep.³⁷

The general status of foremen. In connection with the general question of foremen's unions a highly important question must be asked: Can foremen members of other unions adequately represent the interests of management? The proper answer to this question seems to be "no." But this is not an answer to the dissatisfaction that exists among supervisory employees. Only if employers go farther in improving the status and the conditions of these employees will dissatisfaction diminish. The mere fact that supervisory workers want to form or join unions is proof that there is something wrong with the manner in which their employers are treating them. If the employers themselves cannot, or will not,

36

Clyde E. Dankert, Contemporary Unionism (New York: Prentice-Hall, Inc. 1948) , p. 196

37

Dankert, op. cit., p. 198

correct the situation, it is reasonable for the supervisors to attempt to do it themselves.³⁸

It was forcefully impressed on the management group that steps should be taken to make the foreman feel that he is a part of management, and time to actually make him a part of management, not just talk about it. A ruling of the courts subsequently denied foremen unionists the legislative support hoped for. Under the Taft-Hartley Act they are not denied the right to organize. They must stand on their own feet though. It leaves them in much the same position as ordinary unionists prior to the passage of the Wagner Act. Sage managements of our nation's industry realized that the implementation of the fact and not the law was the important consideration. Immediately there appeared on the agendas of the management societies such as the American Management Association and others and in the literature the topic of how to do it. Dale, previously cited, termed them not the forgotten but the confused and uninformed members of management.

To make the foremen more articulate members of management and active participants much was said and much was done to inform them and to integrate them. The best accounts and the best literature on the subject have been compiled in the AMA Human Relations Reading Kit which is composed of (1) The Foreman's Basic Reading Kit (1944), (2) The Management Leader's Manual (1947) and (3) The Supervisor's Management Guide (1949). Their contents are described by the American Management

Association as follows:

The Foreman's Basic Reading Kit: Here's more practical help for meeting and solving such leadership problems as constructive discipline, training, supervising new workers, etc.--equally applicable in plant and office. The Kit includes a 12-part supervisor's self-rating quiz; a discipline check list; Armstrong Cork Co.'s 15 point supervisory review plan; an induction guide and an outline for orienting new employees

The Management Leader's Manual: Operating executives, supervisors and foremen get down-to-earth answers to everyday management problems in this manual. Among its scores of features are: an 18 page outline of the supervisor's job, an 8 page check list of disciplining principles, a 16-point chart to help control quality and volume of production, a 16-point guide for accident prevention, and the famous 100-question quiz to analyze your "Management I.Q." . . .

The Supervisor's Management Guide: This basic handbook takes you right to the heart of supervisory problems. It tells you what it takes to be a capable leader . . . helps you to analyze your strong and weak points . . . shows you how to strengthen your managerial abilities, and how to bring out leadership qualities in others . . . helps you build real teamwork . . . helps you gain personal advancement.³⁹

Another important contribution of the American Management Association is the fine paper called, "A Guide to Successful Conference Leadership" which outlines the techniques used successfully by the Standard Oil Company of New Jersey. It was published in 1948.

Lillian Gilbreth, who has been previously quoted, at a recent management meeting sponsored by the Georgia Institute of Technology, admonished all those who would apply scientific methods to managing the human element in business as follows:

I think that perhaps if I had only one thing to tell you, it would be that . . . The only way we're going to get anywhere in

this work of scientific management is not only to forget any feudings there may be between various groups in industry, or between various groups in psychology, psychiatry or education or anywhere else, or any kind of engineering societies, or between engineers and anybody else - technical people and non-technical people - but to remove all these artificial boundaries. I do feel that whatever field you come from or whatever your interest is, you are a part of this whole field of scientific management, and you can testify that it needs you. It's hard, it's challenging, but it's interesting, and if it is interesting, what more can we ask?⁴⁰

The Korean war brought into focus the fact that employment in America had reached an all time high, even topping that attained during World War II or the unbelievable post war production peak in 1948.

President Truman's fireside chat on September 1, 1950 called for a 3,000,000-man American fighting force and pointed toward greater spending, higher taxes and larger draft calls. "We must arm ourselves more quickly and step up sharply production of guns, tanks, planes, and other military equipment, increase stockpiles of vital materials, expand war production capacity, work hard and sacrifice, give up many things we enjoy," Truman declared.⁴¹

What is this going to mean? It will mean that greater demands will be made upon American industry, American management, American labor, and on Americans. It is going to mean that all of the problems faced by industry and labor and individuals during the last war will be back again, and in addition new ones. It will mean controls, and mobility, and frustration, and excessive demands mental and physical, and in terms of supervision, the hard job of getting the job done and having to do so through

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Lillian Moller Gilbreth, op. cit., p. 19

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News item in the Atlanta Journal, September 3, 1950

the efforts of others. It will be a job of leadership. It will mean training and retraining millions of men and women. It will mean re-locating and adjusting multitudes of men and women to new geographical areas, new work areas, new occupations, and filling new needs in our industrial and their social environment. It means preparing ourselves as supervisors, managers and executives and learning anew how to approach ourselves so we will know how to approach them. If there is one thing we recognize it is that people at war are not the same as people at peace and so our problem of training for supervision as we approach mobilization of men and women for our armed services and war production is another one from that we have known in the post war period. We are dealing with a new set of circumstances and will face a new set of needs and attitudes in the people we are called upon to direct.

Our educational institutions will also face a new need; they can make no greater contribution to the individual, to industry, or to our country than to give formal technique courses in training for supervision as such along with the know-how and do-how and technique courses in the engineering, business administration, and other technical fields, and to make them equally as specific in principle.

Dillard E. Bird, President of the Society for Advancement of Management, in his statement, "Management Implies Leadership," in the August 1950 issue of Modern Management cites the problem as of today very adequately:

Management is the development of people, not things . . .

 The technological progress which we have made has been

outstanding, but our human relations developments have not kept abreast of our technical development. Our failure to develop the science of human relations step by step with our technological advancement has created many problems, difficult of solution. . . . If we subscribe to the idea that management is the development of people, then the task we face is clear. We must carefully analyze the history of our industrial progress and study the effect which this progress has had on people, the methods employed by management and the results they produced and the errors made. We must develop a plan of action to promote the kind of cooperation which has been so much a part of our industrial efforts in the early days of our development. This is not an impossible assignment, rather it is well within the realm of possibility. Strange as it may seem in these days of troubled relations at home and abroad, people want to cooperate. It is natural for people to want to cooperate because the satisfaction of the social desires which motivate people require cooperation. If management is to perform effectively its function in the development of people, it must plan accordingly . . .

Someone has said, "Man is a spirit temporarily using a body for self expression." Management's job in developing people is to permit that self-expression to the fullest extent possible in keeping with the group objectives.⁴²

And if the following may be suggested as to the present status of training for supervision:

"This includes supervisors whatever their rank, from the top man on the 'gold coast' to the straw boss in the coal bin; you've got to make it meaningful for Joe. What's in it for him, and how does he know it."

That is where we are today.

42

Dillard E. Bird, "Management Implies Leadership," Advanced Management, Vol. KV No. 8, August 1950, p. 2

VI

FUNDAMENTAL PRINCIPLES GOVERNING TRAINING FOR SUPERVISION

Statistics seldom represent the frustration experienced by people. Frustration represents, however, a serious charge against profitable operation in today's dollar-and-cents world. Productivity is influenced to such a large extent by the mental attitude of people on the job.

Men frequently are in perfect agreement about the desirability of the ends sought. They may feel that reaching these goals is the only thing meaningful to them as individuals, and to the groups of which they are a part. The goals may be essential to the success of their joint endeavour. Yet the lack of agreement as to the methods to be employed by them as individuals and as groups may cause such a breach of contract that they are unable to work together at all.

For this reason it is advisable that training for supervision be presented on the basis of principles. Certain such principles have evolved as guides to an understanding of man in his present day human relationships. These can help us in leading him. There is no one method that will ever find universal acceptance by all groups that are called upon to lead others in the work situation.

In order to crystalize these abstract principles a manual has been developed which could be used as a beginning point for organizations desiring to institute a program of training for supervision. This manual is included as an exhibit in Appendix A in this thesis.

It represents a composite of tested principles and practices in business and industry, organized in a style appropriate for presentation to industrial and business supervisors.

The methods outlined in Appendix A of this thesis, "An Outline and Manual for Supervisors, Managers, and Executives, or Those Who Expect to Be," illustrates ways and means of meeting specific problems. This manual is presented as one method. It does not assume finality, but is presented as a statement of principles which may guide leaders. It does not assume that these methods are the only methods. It does assume that the principles stated have been successfully used in diverse forms of business and industry by outstanding leaders in American free enterprise over the past half century. Perhaps these principles, not methods, have been used successfully as long as men have lived and worked together.

Principles are the important elements. Methods which adhere to principles will likely find the acceptance needed and the support necessary. Methods which violate these basic principles, so important to men, will produce doubtful results, and create passive resistance or open opposition. Methods then are means of implementing these principles. When the method does not properly regard the principles which take into account natural tendencies, it fails in its mission, and is not worthy of use as a business procedure in an economy where profit is the motive.

E. H. Van Delden in "The 10 Basic Principles of Sound Human Relations" published in The Supervisor's Management Guide of the

American Management Association cites these simple principles as the ones most likely to be overlooked by managers:

1. All of us resent domination.

We Americans merely laugh at ineptness and muddling in high places, but one thing we refuse to put up with is anyone using authority to push us around . . .

.
 . . . We tend to chafe at rules and restrictions that limit our freedom . . .

.
 Ordinarily, there are two motivations or reasons why men work diligently. One is fear; the other is respect. Many old time employers resorted to domination in order to get work done. That technique is outmoded because workers will put forth their best effort only if they respect their boss and believe him to be reasonable and sincere.

2. We all enjoy a good fight.

Americans are prone to think of solving problems in terms of a resort to fighting. It is relatively easier to fight than to strive for agreement. From boyhood up we admire pugnacity. The movies teach us that a punch in the nose is really not assault and battery but only the answer to an argument for which there was no adequate verbal rejoinder. . . .

.
 Every American feels he is just as good as every other American. If a person with whom we deal indicates in any way he thinks he is better than we are, we are ready to fight if necessary to show him otherwise. On the other hand, it is difficult to fight with those we like.

3. We are more likely to agree with those we like personally.

The way to get to like people is to know and understand them. Most managers mingle too exclusively with other managers. There are many activities where it is possible to have personal contacts with members of other groups without being under conditions of strain. Employers should know and talk with people on all levels of society but especially with their own employees. . . . Human relation problems can be avoided only by being human and man-to-man in dealing with others . . . Impersonality is probably the cardinal sin in dealing with human beings.

4. We are inherent sentimentalists.

Our home is always the pleasantest, our college the best, our children the most accomplished, and our baseball team

the fightingest. We look upon our business and our union with sentimental attachment. It does not matter to us that none of the things we like to think are true. Whoever punctures our sentimental fantasy is indeed our enemy.

5. We all want to feel important.

Recognition and treatment as an individual are as desirable to many persons as financial advantage. They look for acceptance on an equal footing as personalities important of and for themselves.

On the other hand, lack of recognition can embitter men. The greatest possible cruelty is to be ignored entirely or to be treated as one of an impersonal group. We all want to be more than a number on a time clock. We want to be recognized by name and dealt with as a specific person with specific problems and possibilities. None of us likes to be "talked down to." We want our opinions to be asked for and considered. We like to give -- not get -- advice.

Fundamentally, human beings recognize that they are not infallible and that they are liable to error. However, every individual has a tremendous belief in his own personal honesty. Imply that he is not a person of integrity and antagonism develops immediately.

6. We all want to be "in the know."

. . . Business men generally have failed to develop adequate means of disseminating information regarding their business. There is usually a lack of understanding by the public, employees, and union leaders concerning the actions taken by management. What we don't know, we fear. It is always a safe rule "never to overestimate the peoples' knowledge nor underestimate their intelligence."

Business men find it to their advantage to have as many people conversant with their problems and objectives. If the correct information is not available, guesses and rumors are automatically drawn in to fill the vacuum . . .

As employees, we also like to be in the "know" as to just where we stand individually. We all like to feel we are making progress; if we are not, we want to know why and wherein we have failed. Personal interest and encouragement and letting workers know their status in an organization are basic to good human relations.

7. We like to win out over obstacles.

Normally, we place little value upon that which we obtain too easily. Paternalism toward employees leaves much to be desired as a human relations policy. We all want to feel that we are justly entitled to everything that we receive.

8. We are all different.

Managers obtain results by working through people. Machines, if properly cared for, all have about the same potential capacity, but human beings have neither the same potential nor the same actual capacities. . . . This simply means . . . that everybody is different from everybody else. We are inclined to assume, however, that every normal working man is actuated by the same aims, the same desires, and the same influence as his employer; and most of us believe that if we observe the Golden Rule we will have good human relations. This is not necessarily so. The sort of treatment you might want for yourself could be all wrong for the worker with whom you are dealing.

9. We must recognize the inevitability of gradualness.

People resent being rushed . . .

Timing is particularly important in human relations . . .

Even though we may have spent weeks or months preparing for a . . . session, the other party cannot be expected to accept our ideas right away -- no matter how sound they may be. Others need to go through the same thought processes that we did. It is far better to make a presentation and then move on to the next subject or postpone the meeting, to return later. In this way the ideas will be "planted" and will have a chance to develop naturally.

10. We all want all we can get.

We Americans try to obtain everything we can within reason; but if convinced we are not getting a square deal, we sometimes become unreasonable and justify our actions on that basis. If employees and their representatives are approached with the same honesty and fairness used in all other business dealings, good relations with them should not be difficult. Workers are inherently fair if given a chance to understand a situation thoroughly. Labor, after all, is just a lot of people like you and me trying to get along in the world.

If what you have been doing in your business has resulted in good human relations and industrial peace, don't be influenced by anything that has been said here. You have the answer already. The human factors make it easy to generalize,

but there are exceptions to all human generalizations, including even this one.⁴³

Basic principles like these are important to men. They are important to business. They are important to democracy. It is important that they be remembered. They are basic in training for supervision. They are more vital today than ever before. More is involved. More is at stake.

43

E. H. Van Delden, "The 10 Basic Principles of Sound Human Relations," The Supervisor's Management Guide (New York: American Management Association, 1949), pp. 11-17

VII

CONCLUSIONS

If our system of free enterprise is the best in the world, it must be the best for all and to all of the people engaged in it.

If it fails, it will fail because living in our country, in our state, in our town, in our business, on the job is not good. It will fail because we have not made it good.

In a place like America, there is enough for everybody to have enough ... to earn enough ... if we handle it and our relations with other people properly ... if we distribute fairly the fruits of our joint endeavours ... and all of them are joint in today's complex world. There is no other way.

It is our responsibility and our opportunity to combat "isms" with satisfactory human relations between Americans on the job. And it is the best way.

If our democracy drifts into the position of having our people feel urgently the need of some "ism" the appeal will be made where they live, possibly through how they live, or the interpretation of how they live. Maybe through people they know ... and like.

All the revolutions known in history have come through an appeal to the masses ... to men and women who make up the masses. The appeal was meaningful to them as individuals.

The key men in our democracy are the supervisors, managers and executives in business. They live hour by hour, day by day with those

men and women who make up the masses. They influence them by what they say and how they say it, what they do, and how they do it. They create the day by day living experiences for Americans.

The relationships men have with each other in their day to day living experiences shall determine the course of our personal lives ... economic opportunities ... political support ... governmental structure ... and the perpetuation of our American freedoms.

What men experience each day affects their thinking ... personal adjustment ... productiveness ... willingness to follow guidance ... or accept misguidance.

Training for supervision is important because it touches where men think, where they live, where they are, and what they want.

Training for supervision is important to business and industry too. It protects what business and industry possess, and what business and industry want to keep.

But it has to be meaningful to Joe too. He is going to accept training for supervision and the basic principles when they become meaningful to him, when he understands what's in it for him.

This study attempts to show what the best thinking is on what is good training for supervision and how training has been approached up to the present date. An effort has been made to eliminate from the recommended procedure the words and the ideas of "should do," "have to," "ought to," "need to," and "must" which imply compulsion as we present the matter to Joe. The approach has been made on the basis of principles. The methods pointed out are suggested with the hope that they are simple

enough, brief enough, good enough, and to-the-point enough so that Joe will accept training for supervision because he wants it because he believes it is a "good deal" for him. He will then be ready to make a "good deal" for those who work for him.

What is in it for Joe is what is in it for all of us. Democracy is a business asset. By making it a personal experience for every American on his job, we can best guard our democratic freedoms.

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APPENDICES

APPENDIX A

TRAINING FOR SUPERVISION

An Outline and Manual

by

John W. Taliaferro

For Those Who Are Already Supervisors Managers and Executives

or

Those Who Expect To Be

December 1950

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YOUR JOB AND YOUR OPPORTUNITY

Nobody can tell you how to "run your job".

Nobody should try. It is your job ... your opportunity.

Somebody believed you capable of "running" it yourself. That is why you, instead of somebody else, were selected. You were chosen as the supervisor, manager, or executive.

You are credited with knowing how to do what you are responsible for, and having the judgment to know when you need assistance, and if you want additional information, or desire any counsel, where to go to find out what you want to know.

The organization has objectives. There are certain goals it expects to accomplish, usually by a specified time. Policies and procedures are established to give us the assignment of our individual responsibilities and our part of joint responsibilities. But it is still our "job to run". Getting the work out is up to us. Policies are just a body of principles or code of conduct to be used in the attainment of these things our organization expects us to get done.

The direction we are shown. Methods and procedures we may be provided with. How to get the work out is up to us.

More important, it is assumed that you have the ability and good sense to make fine discriminations. You determine what is best and what is less good and what is not usable. That is part of the job. It is what distinguishes us from people who are not leaders, and from those who are not expected to be. These are the additional responsibilities we discharge as leaders in our organization, to ourselves, and

to people who get the work out for us.

All of this was said or implied when you earned your position. You were selected over other men. It is what we face every day as leaders of men and women we direct, and who get the work out for us.

The amount of money our organization has to work with may be adequate or less than we would like for comfort. Machinery and equipment we are expected to produce with may be good, bad, or indifferent. The materials on which we work may vary. All of these things may cause us concern and give us trouble, but in any event we usually know what we have to work with. The greatest problem confronting us is the human element in our work.

This problem arises out of the fact that people are human. They think and feel. They love and hate. They reject and give loyalty. They have the right of choice and exercise it, and they vary not just from day to day but hour to hour. They can give wholehearted support or passive resistance or open defiance and revolt. They can work with their heads, hearts and hands, or do just enough to get by and keep from getting fired.

No, our greatest problem is not with money, machinery, and materials, but with men ... coordinating manpower with moneypower, machinerypower, and materialpower with the drive and direction that only men can give.

The responsibility for all of us, it seems, is to get the work out. Our job is to handle men. These are related but they are not the same. Our people get the work out. We get them to get it out ...

because we can't make them get it out. We have found that out.

If we just knew how to handle men as well as we know how to handle machinery, materials and money, our operations would be relatively simple. But we don't.

Ever since men have worked together somebody has lead and somebody has followed. Since that time every leader has asked himself over and over, "How can I get this fellow to do what there is to do, and to do it in the way I want it done, and get it done when I want it."

"How to" is the age old question.

People lead. People follow today. They look to each other. Your people look to you for direction. You look to them to get the work out.

Day after day you and I ask ourselves "How can I..." and "How should I..." and "Will this work."

Every man has personal ambitions. And these are tied in with job success. It is a rare supervisor who does not want personal advancement. It is a rare leader who does not want personal accomplishment. But as supervisors, managers, and executives, our attainments come only through the efforts and application and accomplishments of our people. There is no other way. We have to work through other people. So, our greatest opportunity is in our ability to intelligently manage men.

Our personal ambitions hinge on our success in dealing with the human element in our operation more than any other. Our personal advancement is primarily related to how well we do the job of leading

and influencing others, because we can't make anybody do anything. Our reputation depends on whether men work with us and support us ... the men above us, below us, on the same level with us. How much work we get out, how good it is, how much it costs, and how much credit is reflected on us depends on our men ... and how we handle them.

So, our greatest problem is our greatest opportunity. It will make us or break us. It either pushes us up or pushes us down. We lead men or the job "runs" us.

WHAT'S IN IT FOR YOU

Nobody can tell you "this is it". You know better than anyone whether getting people to do the kind of job that will get the work out offers any problem in your operation or not.

You know if this question of management of people, and that is what we do as leaders, has any meaning to you in getting your job done, and in building the accomplishments you have which can lend themselves to your personal advancement, or bar or slow down your job success.

Nobody can lecture you into being something you do not want to be. Nobody should try.

Nobody can tell you what you should think or how you should act. That is a decision for you to make. It is one you will make.

You know whether it is worthwhile to explore underlying elements which make for satisfactory relationships between human beings.

To discover again the appeals which get the best response from workers and examine approaches found successful in the direction of energies of other human beings which make for the greatest good of those directing and those directed may be a part of the work process. It is a part of the success process.

"You should" and "you must" and "you have to" are terms not to be used in dealing with leaders of people.

You will make your choices depending upon whether principles and approaches and methods of getting people to do what you want them to do are meaningful to you and whether they serve any useful purpose in your work and personal advancement. That is why it is assumed that

you have the ability to make fine discriminations between what is best in managing people in your work situation and what is less good, and what is just not usable in facing the ever more complex human relations problem in your business. The degree to which this is done may determine the degree of accomplishment any man may have in any organization and the kind of personal advancement and job success which will be open to him.

You and I were appointed as leaders because we know how to do a job, and secondly because one man, or a group of men, however capable, can only do so much. Then they must delegate authority and responsibility.

They have delegated that responsibility and authority to us. We are important. They need us. It was believed that we could get the work out through our people. We can.

There are others who may know as much about the work as we know ... but they do not know as much, or cannot, or will not learn how to get other men and other women to get the work out. That is why we were chosen ... not just because we knew the work.

It is expected that we will keep on knowing how to keep on getting the work out. And to do so day after day, month after month, and to do it at a cost which allows enough profit to carry the business, pay salaries, allow for maintenance and expansion, and pay investors a fair return on their money, and let everybody get ahead a little bit.

It is not easy. But it is a part, a very real part of our job as leaders of people, for that is what supervisors, managers and executives are ... that is, if they get ahead themselves ... those

that do things in a better way and better things always.

When a man or a leader stops learning, he starts dying.

He may remain the same, but the world does not ... and business does not ... and industry does not ... and men he is competing with in his own organization do not ... and his own job and industrial security do not.

Change is the one sure thing in this world today. Keeping up with the changing world and the dynamic processes of business and industry is the problem faced every day by every leader or he is likely to be left behind in his own organization and cause his firm to be left behind in a highly competitive economy.

To remain as leaders we stay ahead.

By having the willingness to receive information and considering its merit in determining if it is useful to us, to our people, to our organization, to getting the job done, we stay ahead.

None of us has all of the good ideas. Of course all of us have some.

Fortunately for all of us we are not dependent upon our own resources, good as they may be.

We don't just learn from people who are smarter than we are either. We don't learn just from people who are better educated than we are, older than we are, more experienced than we are, more capable than we are.

Frequently the most useful information comes from people who know less, are less, and have less than we have ... men of no position,

humble station, little stature.

They may not know as much as we do but they may know something we find it to our advantage to know. The man may not know but this one thing, but he may know it well.

Does it make any difference where we find out what is useful to us?

We exercise the good judgment we are given credit for when we find out what some other guy like us in our own shop or office, or in some other business or operation like ours, or even unlike ours as far as that goes, did and whether or not it worked, and if it did, why it worked. We then make the fine discriminations between what is best, and what is unusable in the operation which is our responsibility.

We are then able to know if we are operating in a cost conscious and profit conscious way ... to see if we are building our own reputation and promoting our own growth and security by keeping up to date and managing our operation and selecting methods which compare favorably with those used by others within or without our organization. It gives us a way of knowing that we are contributing our share to the profit, welfare, and competitive position of our organization. That gets it down to brass tacks ... our part.

And it makes us sure of our own information and our own practices and more confident of our own competitive position as a leader. We are talking about Joe.

Sharing know-how is an age old way of improving information and methods. It applies to ways of managing our employees and handling

our associates too. Men have been learning from each other as long as there have been men. There is reason to believe the process is pretty sound.

We can pool our information with other leaders like us ... and unlike us. We can discuss whether what worked in some other place will work in ours. If we think it won't, we can then see if there are any parts of it which would be useful to us if we adapted them to our own operating situation.

The most successful men are not the men who know the most in their own right. None of us knows everything. None of us is supposed to. The smartest men are those who know to find out. They have the willingness to find out. They learn how to find out. They have the humility to receive. They do.

We get by giving. We find out by sharing.

Handling men means handling them horizontally as well as vertically. Our greatest responsibility is getting along with people. That means the people on our own level, other supervisors, managers, executives, the people above us as well as the people below. It is an integral part of our job as leaders.

If we isolate our department or our function, and keep our know how to ourselves, we isolate ourselves. If we isolate ourselves, we limit our own development ... become ingrown ... shut out more than we shut in.

You may give in some instances more than you get by sharing your attitudes, skills, maturity, and information, but there is always that

chance of picking up the one bit of useful information even from a guy who does not know as much as you. It is worth the chance. Any way you may be building a man, and management is the development of men, not the direction of things.

Because the effective management of men is the greatest problem faced by business today, men who can manage them have the greatest opportunity in business today. Whether a leader is Chairman of the Board of Directors or the straw-boss, the difference is only one of scope. The responsibility is just one of degree. The importance to each leader is paramount. It is personal. They are still people, and he must get the work out through them. He cannot do it himself.

All of the processes used in producing goods and services in use today are the results of trials and errors made by somebody. All of the progress we have made in business is the result of somebody's failure and learning what not to do as well as what it is profitable to do.

There seems to be enough engineering know-how to do practically anything in the world that is necessary to be done. We have engineered ourselves into all kinds of problems, particularly human relations problems. It appears that we know how to do everything except how to get along with each other. Two world wars in the last half century and an undeclared third one now in progress, and the industrial strife and employee unrest and dissatisfaction makes this pretty evident. It is highly significant to us as leaders. Unfortunately man does not separate his work life from the rest of his life, which makes our

handling of him hard, challenging, and important.

No miracle is going to happen to settle our human relations problems in business. Our job as supervisors, managers, and executives is going to become more difficult rather than less. More time and attention, more skill and effort, more know-how is to be called for.

Today we live in a confused, unsettled, unhappy world. Stories of industrial unrest appear in every newspaper. Mobilization for the third world war appears certain. We have not been able to live normally since December 7, 1941. By some figment of fallacious reasoning, men and women expected to return to the world we had before December 7, 1941. They did not take into account that we are all the results of the sum total of our experiences. Even if the world were, by some miracle, the same, the people in it are not.

For anyone to quote the unreasonable attitudes of working men and women or on the other hand point to didactic opinions of management on the subject is a waste of words. They are all people. We must accept the world as it is. People make up the world. Do what can be done about it.

Millions of men and women had new horizons when we laid down our arms and came home. Maybe all of these horizons did not improve them, but the experiences changed them.

During these years there were daily the elements of danger, adventure, urgency, strangeness, doubtful tomorrows, vague yesterdays, only todays in which to glean from time swiftly passing the things life offered. With no permanency to stabilize, is it strange that this

pattern of living thrust upon millions of men and women, without their choice, the decisions that made different men and women from those who before had lived in the same town, gone to the same job, followed the same safe, useful, stabilizing pattern where all efforts and activities were directed toward a definite goal and set of ambitions set for them probably very early in life?

Yes, they would have liked to have returned, to have felt the same, been the same, wanted the same, but they could not. And they did not.

Circumstances affected the civilian population too, and created processes of reasoning that make it difficult, more difficult than before, for all of us to live and work together for the same purpose.

Rife industrial unrest and economic circumstances have produced legislation termed on the one hand as "restrictive" and on the other hand as "protective". Regardless of the point of view taken by us as leaders it imposes on us new sets of circumstances and different approaches in influencing men to get the work out.

It creates a new opportunity for us.

It is an opportunity, of course, which tests our adequacy. It questions our methods and challenges our information.

It threatens our security or opens new sources of strength within ourselves.

An opportunity for what? What is in it for Joe? What is in it for us? That is the final question.

If the most critical shortage today is the intelligent manage-

ment of men, then the law of supply and demand which governs a cold, dollar and cents world operates here too ... and does so quickly. The value of the man who can get things done through the efforts of others rises sharply and increases proportionately as the shortage grows.

The worth of his services and the demand for them increases and his "asking price" can go up in proportion to his ability to satisfy this need and meet this shortage. It can give him a plus that is sought to be bought in an economic and production minded world.

His development as an individual and new worth to the organization and newly revealed capacities to carry other responsibilities may create new opportunities heretofore not open. Longed for recognition and higher status may be provided as the result.

The important thing is that this is no "open sesame" provided by someone else, but just developing himself through practice and sharing of skill, attitudes, information, and maturity with others like him.

What it means to Joe is that the development of his capacities which he has and which no one could give him, can give him a sense of progress as a person as well as a business man.

The practice of the skill of leading others can make his work easier. His mental and physical energy is not forever taxed to a point of exhaustion. It can leave some reserve for him.

It can leave some free time for him, enough time and energy

to plan, anticipate, and hasten his advancement and attainment. It can bolster his confidence, build his capacity, increase his dollar value and the demand for his services, make his job easier, his relationships better, his work happier, open new opportunities in business, and reveal new vistas for development as a person who does not just live by bread ... but who lives with a family and friends in a community and in a good place to work.

It's not doing something for nothing ... or just something for somebody else. There is enough in it for Joe. He gets his.

That is what is in it for us ... all of us.

The O t h e r H a l f O f S u c c e s s

Man works for success all his life. One makes it. Another fails.

He strives to educate and inform himself by formal methods. That's good. Pleasures are sacrificed for long, hard hours of grinding work and eye-straining study. He discriminates between the important and unimportant. He applies his information intelligently. That's fine. He observes. He disciplines himself to do what should be done. He keeps alert for what is good and new and acquires know-how. He commands his field, masters his craft, becomes a topflight technician.

But in the end he misses the boat ... he does not make the grade.

Why is this?

He paid the price for success, he says. Why doesn't he attain what he fought for? Why does someone else take his place in the sun?

A good technician ... a master of the know-how of the job ... methods, processes, sequences, techniques, machines, backwards and forwards he knows them. All of the questions he has been asked, and answers have been figured out.

But when the time came, another man is chosen. Why?

The place he wanted is filled by somebody else ... by a man who did not know as much ... a man who has not worked as long or as hard or as faithfully ... a man who isn't as competent a technician but who has to depend on others for technical information ... why is he passed by?

Why? Because the other man had the other half of success.

He knew that being a good technician isn't enough, not nearly enough, as important as it is.

The other man learned early that developing himself personally was just as important as developing himself technically ... and in the end this tipped the scale in his favor.

How did he acquire this other half of success? Perhaps he began with attitude.

The other man learned early to have the proper attitude toward himself. He found out that the other half of success depends upon how we handle other people ... he somehow attained a kind of becoming humility and sincerity that made him create for the other fellow a place in the sun, too.

He learned to have the right attitude toward the people who worked with him on the same level ... the people who worked under his supervision ... the people who worked over him ... towards his friends, his family, his company, community, and city ... toward all of the things and all of the people that go to make up living in a practical, heartbreaking, backbreaking, grasping, sweating, moving, dollar-conscious world.

Nothing on earth plays so vital a part in success, personal or professional, as the right attitude.

Nor is there a more profitable attribute a person can possess in a complex, power driven, every day workaday world.

Suppose I were the best man in my field in America. Suppose I could arrive at all the best policies, devise all of the best procedures, determine all of the best processes, and had all of the

money and requisite authority with which to activate my program.

If I did not have the right attitude toward those people on my own level, or those who work under my direction, or toward my own superior, or toward the executives of my company, I could dissipate all of the skill, information and technical ability I possess.

Getting along with co-workers, above or below you, is an integral part of a job, and in the final analysis is just about as important as the ability to do the job efficiently.

After all, high or low, big or little, they are just people. And they want to be treated with dignity and respect. If we do that we will find the acceptance we need. They are human beings, too, and the day of the hired hand is over.

There is a difference between wholehearted cooperation and passive submission. One contributes. The other does not necessarily hinder but does not help.

There is also a difference between active opposition and passive resistance. Both penalize.

Developing the right attitude -- developing the art of appreciation -- developing the art of human relations -- developing ourselves personally so that we are adequate as a person, as well as adequate as a technician -- that is what we need to qualify for the other half of success.

The S e c r e t Of Getting Along

Great leaders -- successful men and women are not geniuses.

Likely as not they are not the most intelligent people you know -- or the most talented -- or even the best educated, in accepted terms.

They are just ordinary humans who use what they have in an extraordinary way.

But their successes are not accidents. These things they have learned and practice, I think. Check me if I am wrong.

They treat people as people want to be treated -- not as they themselves might want to treat them. They examine with respect the other fellows' view, try to understand what the other fellow wants and see if he isn't entitled to it. They see if the aspirations of the other fellow can be fitted into their own so both interests may be served. It seems to pay off.

To them are their own limitations well known. Even this knowledge is used to their own advantage. More able men do for them and they give full credit to the doers for it.

Knowing what they want, they work toward it. Not aimlessly, but with a carefully thought out plan. Each step is enumerated. They know when each step has been reached -- when each step is behind -- and what the next one is.

But their own successes are not bought at the expense of others. They know that the success of the group depends upon the individual and recognize the potentials for attainment of the individual depend upon the group. One cannot be separated from the other. No man reaches

the top alone.

They give faith -- and warrant it. They guard this confidence jealously -- and keep faith.

They employ the art of appreciation unstintingly. Graciously they receive. The joy of giving generously is their every day compensation.

That men know what is their due is recognized, and they do not wait to be asked for it. What others are entitled to is given without request.

Standing alone is often necessary and uncomfortable. It takes courage. But they are not afraid to pursue a course they have decided is the right one. They have the stability to be first.

With guts to scrutinize themselves mercilessly, they have to do something about the things they see they do not like.

They know that real security comes from taking the risk and keeping ahead. Daily they face the parable of the man with the one buried talent.

What they have done is not dwelt upon, but the vision of what shall be done.

These are not soft, idealistic people we are talking about but successful men and women in free enterprise whose attainments are measured in good, hard, American dollars. Not dealers in platitudes, nor vendors of sweetness and light but merchandisers in a tough, cold, selfish world where commodities and services are sold with profit as the motive.

The goodness of mankind is not attributed to individuals when profit is the motive. That is the point.

Consideration for others, humility, respect for the ability of others, faith, a plan, building others along with self, practicing appreciation, having courage and looking ahead — the combination of these produce more good, hard American dollars.

These are the secrets of getting along. Check me if I am wrong.

WHAT IS THE PURPOSE OF BUSINESS?

The purpose of business is to make profit and acquire property.

WHAT DO WE WORK WITH IN BUSINESS?

Five Factors of Business:

1. Money.
2. Management.
3. Men.
4. Machinery.
5. Materials.

No matter how powerful a combination of money, machines and materials an organization may possess, it is a dead and sterile thing without a team of willing, thinking, articulate people to operate it.

Yet of the five factors of business--money, machines, materials, management and men,--people are the most variable whether they are men of the work force or men of management--and at the same time the most valuable asset of any organization.

In the long run men determine the success or failure of a business organization operating for profit.

WHOSE INTERESTS ARE INVOLVED IN A BUSINESS?

Interests are shared in business today between:

1. Owners.
2. Managers.
3. Workers.
4. Customers.
5. Government.

All these participate in business today.

The interest of all must be served.

Each must be dealt with equitably.

All are necessary.

All have rights.

Each has privileges.

All are a part.

The relationships men have with each other in their day to day living experiences shall determine the course of our personal lives, economic opportunities, governmental structure, and the perpetuation of our freedoms.

WHAT ARE THE OBJECTIVES OF BUSINESS?

The objectives of business are:

1. Keep organization alive.
2. Maintain ability to compete.
3. Secure profitable return on investment. ⁴⁴

⁴⁴
C. Canby Balderston, Robert P. Brecht, Victor S. Karbasz,
and Robert J. Riddle, Management of an Enterprise (New York: Prentice-
Hall Inc., 1949) , p. 3

WHAT IS BUSINESS TO MAN?

Business is one or a combination of:

1. Means of earning a living.
2. Opportunity to be of use to our fellow men.
3. Game featured by strong competition, excitement, and high stakes.

WHAT IS MANAGEMENT?

Management is the stimulating, organizing, and directing of human effort to utilize effectively materials and facilities to attain an objective.⁴⁶

To your people you are the company.

You are management.

WHAT ARE THE BASIC FUNCTIONS OF SUPERVISORS, MANAGERS AND EXECUTIVES?

1. Planning.
2. Organizing.
3. Controlling.

FACTS, FIRMNESS, FAIRNESS, AND FAITH -- A SYSTEM

Fortunately for all of us, there is really no great mystery about good human relations in business if we just treat people as we want to be treated ourselves--if we get facts and act upon them--and face ourselves and our people with facts, firmness, fairness and faith.

Joe Doakes interprets all things that touch him in a personal way, even as you and I. As a matter of fact he is a lot like you and me and that is why we should be able to put ourselves in his place and provide him with incentives in personal terms he will understand and respond to, even as you and I.

Employees like to feel they have opportunity; that they will be the object of fair dealing, not "welfare." They like to feel adequate in their jobs and important to the group they are in. They do not like being possessed and protected--they like feeling independent and that their jobs provide independence for them, because that gives them the right to live their own lives. They want to give loyalty and gratitude when they feel it, when it has been earned and not because it is expected of them.

Good employee relations don't just happen--not the kind that have dollar value to your firm. Note that "employee" is used in the singular, not the plural. This is the key to our whole discussion. Joe is an individual and somehow just can't think of himself as a mass problem. And neither can you think of him that way.⁴⁷

⁴⁷

John W. Taliaferro, "What Determines Employee Competence?" Schulhof Award address, National Office Management Association, 1948.

WHAT DO WE WANT FROM PEOPLE?

Competence.

What Is Competence?

Competence is:

1. Knowing.
2. Doing.
3. Being.

WHAT DO WE EXPECT OF PEOPLE?

If competence is knowing, doing, and being, is it not our first opportunity with our employees to decide specifically what we expect them to know, to do, and to be.

A statement of what we as supervisors, managers, and executives want can be the first demonstration expected of our own competence.

It can be the first example of strong leadership on our part.

It can establish a specific goal toward which workers may make observable progress.

Men of good will will do what is required of them when they know what the requirements are.

Given the job to be done, with a knowledge of timing, coordination naturally follows.

Being adequate as a person as well as adequate as a technician through acquaintanceship with personalities of others serves as a means of control in current operations.⁴⁸

WHAT DETERMINES EMPLOYEE COMPETENCE?

True efficiency springs from the spontaneous cooperation of a free people. A successful man with an humble beginning who grew into a position of world-wide leadership said that. His name was Woodrow Wilson.

Competence--knowing, doing, and being is developed. It is determined by:

1. Intelligent leadership.
2. Clearly defined objectives.
3. Careful planning.
4. Sound selection and placement of people.
5. Thorough instruction.
6. Proper interpretation.
7. Adequate training.
8. Saying what is expected of an employee and letting him know how well he is getting along.
9. Fair compensation.
10. Giving deserved recognition.
11. Providing a feeling of job security.
12. Demonstrating an attitude of good will and fair dealings in all relationships.

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John W. Taliaferro, "Seminar on Selecting and Training Your Employees" offered by the University of Georgia and sponsored by the local Chambers of Commerce in Savannah, Douglas, Rome, Columbus, and Atlanta, the Citizens and Southern National Bank and offered in cooperation with the Georgia State Department of Commerce, and United States Department of Commerce, Division of Small Business October 1949.

Intelligent leadership: The way to get anyone to do anything is to handle him in such a way that he will wish to do it. This means concentrating on what is right, not who is right; learning that if we disagree, not to be disagreeable. An attitude of dignity and respect toward the other fellow is usually the mark of the leader; it is evident in his handling of others.

A statement of the organization's objectives: An employee needs to know what the firm expects to accomplish so that he can help intelligently. A statement gives the company and the employee a goal toward which efforts can be directed. This statement is suggestive of the methods to be used in accomplishing the firm's objectives. It gives the employee to some degree a measure of his own possible contribution to the work of the whole group.⁵⁰ It allows an estimate of his own importance and worth in the day to day operation. This statement of policy is the conscience of the firm. It is thinking before acting. Individual direction is replaced by group responsibility. This policy statement is a plan for self-starting, habit forming procedure. It is the outlining of the moral code of the firm.

A clear definition of the jobs to be performed: This consists of the duties of the job, the skill required in terms of degree and kind, responsibilities of the position, and the area of authority and of operation in terms of knowing, doing, and being.

Sound selection and placement of people: Men have ability. All men have some. It varies in kind and degree. The use of the capacities, interests, and personality an employee has goes far in creating the kind of job satisfaction which has dollar value to your firm and production value to you. Men have limitations. All men have. They vary in kind and degree too. Men perform and produce best within the areas of their abilities and their limitations. We need not ask men to do what they cannot do. It is as poor management to put a man on a job over his head as it is to fail to use the talent and energy he has. To be effective a man must have a job he can do. This means the proper choice of people who will know, do and be what is most effective and act in the best interest of the firm. This means placing them where they can comfortably perform, satisfactorily produce, and where their capacities can be utilized to our advantage, and to theirs.

Adequate supervision: Regardless of how capable a new employee may be, what his basic caliber is, what aptitudes for learning he may possess, how carefully he has been selected and placed, what previous training and experience he may have had, what enthusiasm he may feel for the job, he may be doomed to certain failure, or low production and low job satisfaction, and perhaps quick withdrawal from the firm unless there is proper orientation to the working situation, and he is given instruction by a person with the know-how of instructing as well as the know-how of the job.⁵¹ The knowledge of how to impart information and

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John W. Taliaferro, "Human Reactions - A Dollar and Cents Matter in Today's Industrial Production," an address before the Industrial Management Club of Richmond, unpublished, February 1948. , p. 17.

teach skill is a skill apart from just knowing how to do the job. Adequate supervision is also knowing what incentives will get the best responses from both new and old workers, and how to apply them.

Proper work method: This implies determining the one best method of performing a job or accomplishing a task. This means teaching of and adherence to the method of performance until a better one is determined. The employee needs to know the why of what he is doing and understand the method to be used in accomplishing the goal of the group of which he is a part, and his individual responsibility for and personal contribution to the group objective.

Periodic evaluation of the employee's performance: This tells the employee how well he is getting along. Every person, whether he is a supervisor, manager, executive, or rank and file worker, who works under the direction of some other person and finds it incumbent upon himself to please his supervisor wants to know how well he is getting along. He is entitled to be told too. It is the fair thing to do. It means careful consideration of the employee as a whole person in light of what he knows is expected of him in terms of knowing, doing, and being. It provides an opportunity to compliment the person on his strong points, indicate his mediocre ones, and show how to correct known weaknesses. This evaluation covers a specified period of performance and is given at scheduled dates during the year.

Fair compensation: Compensation applied in such a way that efficiency is rewarded is not merely a means of securing the employee's attendance, but his continued employment and most profitable services.

Labor costs considered in terms of unit cost of production or handling take into account that productiveness is equally as important in assignment of money value, and does not leave it just to custom or tradition. Fair compensation is a rate which is sufficient to maintain the employee in reasonable comfort. It is related to quality of performance, skill required, market value of the particular skills in the current labor market, responsibility carried, working conditions, hours of work, physical and mental demands. Employee benefits do not take the place of adequate compensation, regardless of what they are, or how numerous. They mean little until an employee is paid a living wage taking into consideration the cost of living.⁵²

Reasonable opportunity for growth: This is one of the finest incentives a firm can offer. The ability of the firm to provide opportunity for growth will depend to some degree upon the policy and practice of the firm in training employees for the job ahead. This means a policy of upgrading from within based on achievement, progress, and capacity of the individual, and the ability of the firm to provide opportunity.

Job security: Regularity of income is so important. Future security is important. Present security is essential. Security means reasonable adequacy now as well as in the future, because competency which is wanted now is directly related to security now. Security means more too than just having a job, and having a source of income. Security

has a direct relationship to cost of living, and also to individual status within an organization and an industry. Security means more than just the right to work, but also the resultant sharing of the fruits of the endeavour. Security means sufficient returns from what we do to meet the obligations which confront us as individual and family groups. Job security means the development of a feeling that there is a job and will be a job for the individual which also entails feeling worthwhile to the group and valued as an associate.

Recognition as an individual: Rugged individualism is based on our heritage as Americans. Thank God we feel that way about it. As long as there is breath within us, we shall demand our inalienable right to be individuals, and that is why Facism will never gain favor with free thinking American Joes . . . and why our system of free enterprise will survive.⁵³ In some relationships workers wish to deal and be dealt with as an individual. In some others he does not. But he wants the right to do so in any event. It is his choice, he feels, to exercise it or not.

Satisfactory group relationships: The work situation is an economic one. It is a social one too. Workers do not separate their work lives from the rest of living. They have their friends and begin social relationships on the job. These relationships are often confined to the job. Some of their finest living experiences are on the

job because of these group relationships. Wherever men gather, there is going to be self-groupings based on common interests, common goals, work, craft, or professional activity, and personal preferences. Men also organize themselves into informal social groups in the work situation. They always have. They always will. And it is all right. It is fine, in fact, for it provides us with another opportunity in utilizing a tendency of human nature. We as supervisors, managers, and executives strive to develop a team spirit which is after all an attitude of cooperation with and support of the group of which individuals are a part. We try to build well functioning, harmonious crews. When we have them, we are reluctant to break them up, because they are useful to us. We recognize that combinations of people are important and that combinations affect the ability to produce. As supervisors we cannot control informal alignments. We cannot control how people think and feel but how they think and feel controls to a high degree how they perform for us. We can influence by respecting group alignments, and we might as well because we can't prevent them. The attachment of themselves to some group serves some need they feel and gives them satisfaction they want. This does not mean that we have failed them in any way, or that our company has. It is a need we cannot fill for them but it is a satisfaction we can allow and an opportunity we can utilize. It means another plus in job satisfaction to them . . . and which is reflected to us. Our control extends only to the formal groupings but we can note and use informal alignments to our advantage, to the advantage of our firm, and to create an area of satisfaction for our employees. It

means only that we take into account the interests and loyalties of and to the group, and base our leadership on incentives that will appeal to and serve these interests and provide these satisfactions. In fact, it is actually directing a natural tendency which accomplishes getting the work out. Feeling a participating part of a performing group gives an employee one of his finest satisfactions. Feeling worthwhile to the group helps create a feeling of security for him. It instills a pride of belonging. Informal organizations make a difference and respect for membership in these informal self-groupings causes us as supervisors, managers, and executives to think constructively of the worker as both an individual and as a member of a group or several groups. Groupings genuinely result in joint activity which may be utilized if properly respected and directed by us, to accomplish the formal goal of the firm and at the same time provide satisfying group relationships for the individual. Informal organization of workers shapes and determines the pattern of daily activities and some of the more important functions those activities serve.⁵⁴ In such situations, the employee wishes to be respected as an individual but dealt with as a member of the group.

⁵⁴

Wilbert E. Moore, Industrial Relations and the Social Order (New York: The MacMillan Company, 1949) , p. 322.

WHAT ARE WE CONCERNED WITH IN THE MANAGEMENT OF PEOPLE?

1. Relationships between employer and employee.
2. Relationships between employee and employee.
3. Development of the individual within the group.

Why personnel policies?

Personnel policies are just one kind of business policy.

What is a business policy?

That body of principles and rules of conduct that governs an enterprise in the attainment of its objectives.⁵⁵

Why have procedures for handling people in business?

Production, sales, purchasing, finance, accounting, product design are not left to chance. Neither can personnel be left to chance in the most profitable operation in a competitive business world.

Procedures designed to handle the human element in business are provided just as production methods are designed to handle production, or sales procedures to face the problem of distribution of goods and services, or purchasing procedures to provide raw product for a manufacturing operation, just as finance and accounting procedures keep us appraised of the financial condition of our organization.

Personnel policies are that body of principles and rules of conduct which govern the enterprise in its relationships with its

employees.⁵⁶

All of these procedures are designed to implement company policy and are designed to achieve the purpose of business:

Make profit and acquire property.

Procedures for handling personnel simply are methods which result from the plans for handling the people which are couched in general terms in the statement of personnel policy. They give action to the statement of the firm to deal with employees with an attitude of good will and fair dealings in all relationships with them. They are the how of what was said. They create the warmth and supply the life blood for the body of principles which make business relationships human relationships and makes them satisfying and profitable.

HOW DO WE APPROACH MANAGING MEN?

1. Understand the nature of business.
2. Understand the nature of man.
3. Understand the nature of employment.
4. Understand the nature of supervision.
5. Understand the nature of training.
6. Understand the nature of communication.

THE NATURE OF BUSINESS.

Business is far more than a stock of merchandise for sale, a factory where goods are produced, an office where services are rendered, a depository for money, or even the source from which profit is expected.

It is the grouping of human beings into individual responsibilities; human beings who possess more than the ability to work--human beings filled with ideas, ideals, ambitions, hope of advancement and accomplishment--people who are capable of being frustrated, unhappy, disappointed, resentful, regretful and fatigued. They have good and bad habits. They form likes and dislikes. They differ widely in moral codes and social qualities in a puzzling sort of way.

The successful supervisor knows what to do and what there is to do. He gets the job done systematically, safely, and economically. He accepts his job as such and learns to do it enthusiastically.⁵⁷

THE NATURE OF MAN

Things important to man.

1. Knowing how he is getting along.
2. Getting credit when it is due him.
3. Knowing about it if you make changes which affect him.
4. Feeling that he is making best use of his ability.⁵⁸

What every man desires.

1. Self respect.
2. Personal security.
3. Satisfaction of pride.
4. Admiration.⁵⁹

Basic urges of man.

1. The urge for security.
2. The urge for recognition.
3. The urge for intimate response.
4. The urge for new experience.
5. The urge for freedom.
6. The urge to aid others.
7. The urge for fair treatment.⁶⁰

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Training Within Industry Report. op. cit., p. 207.

59

Norman F. Maier, Psychology In Industry (New York: Houghton Mifflin Company, 1946) , p. 234.

60

Robert Douglas Bowden, The Story of Culture (Athens: University of Georgia Press, 1949) , pp. 2-3.

Basic needs of man.

1. Self preservation.

Survival is the first requirement man has of his job. And this has the dollar sign on it in today's hard, cold, dollar and cents world.

2. Sex or race perpetuation.

Because it makes it possible for a man to have a wife, children, and a home, sex or race perpetuation is a second basic need of man.

3. Status.

This includes his own estimation of success.

Individuals differ.

1. Differ in background.
2. Have different home and school experiences.
3. Vary in physical and mental strength and adaptability.
4. Health varies.
5. Seek different avenues for diversion.
6. Unlike in interests on job.
7. Differ in needs and capacity to respond.
8. Demonstrate different moral codes and social qualities.

What people want.

1. To be considered as individuals.
2. To be respected and represented as members of a group in some relationships.
3. To be treated fairly.
4. To have needs considered, not to be treated alike.

Considerations in developing good workers.

Because man's nature is both inborn and acquired, we distinguish between these two types of influence. We do not expect skill from an untrained individual, nor can we expect individuals with the same training to be alike in their ability to produce. Blaming a man for not doing a job which requires a skill that he has no inborn capacity to acquire is as pointless as blaming one chemical substance for not being another. It is as unjust as blaming a man for not having a skill before he has been trained in that skill.⁶¹

Four elements determine if a person can be developed into a good worker:

1. Capacities.
2. Interests.
3. Opportunity.
4. Personality.⁶²

Combinations of personalities are equally as important as the ability to perform.

It is important to know the kind of person who has a problem-- rather than what kind of problem that person has.⁶³

What we are today.

We are all the results of the sum total of our antecedent

⁶¹

Maier, op. cit., p. 26.

⁶²

Scott, Clothier, Spriegel, op. cit., p. 10.

⁶³

Training Within Industry Report, op. cit., p. 207.

experiences, some of which began even before we were born.

The nature of behavior.

1. All behavior is caused.
2. All behavior is (choice) selective.
3. Both the individual and the situation are factors in determining behavior.⁶⁴
4. Choice depends upon a person's needs.
5. The need which is present is located in the individual who is behaving.
6. Needs are an individual matter and all men will not make the same choice.
7. Each individual reacts to the needs as he experiences them.
8. People look out for their own personal interests. A man will do a good day's work when it is to his interest to do it. An employer will institute reforms when such action has an obvious attraction to him.⁶⁵

What are we confronted with in managing men?

1. Attitudes.
2. Morale.

What are attitudes?

An attitude is a readiness to act in one way rather than another

⁶⁴

Ibid., pp. 14-31

⁶⁵

Ibid., pp. 230-47

in connection with specific factors related to the job.⁶⁶

All people have them. Employees do. Supervisors do. We deal with them in others and in ourselves every day we manage people.

An attitude is a kind of mental set. When we ask someone what he thinks about a matter, what he gives is his opinion; the attitude is more general and influences his opinion.⁶⁷

Attitudes are the very essence of emotion. Attitudes are not necessarily the result of intelligence or understanding.⁶⁸

Man is not the reasonable being he would like to think himself. He holds opinions which are largely influenced by attitude and then uses his reason to defend his opinions. We all know that a man may fail to change his opinion, even though we refute every one of the points he used to support his position. The next time we see him, he has another set of reasons. Our efforts have changed only his reasons, not his opinions. People have a tendency to believe in statements which correspond with their desires rather than those which are logically sound. When wishes and desires enter the picture, logic suffers. Attitudes are usually associated with likes and dislikes. The extent to which attitudes are influenced by experience determines the degree to which they can be controlled. This accounts for trends in group attitudes among individuals of similar background. Attitudes of workmen are basic

⁶⁶

Milton L. Blum, Industrial Psychology and Its Social Foundations (New York: Harper & Brothers, 1949), p. 77.

⁶⁷

Maier, op. cit., p. 38.

⁶⁸

Blum, op. cit., p. 50.

factors in industrial relations because they influence both individual performance and group effort.⁶⁹

What is morale?

Morale is an employee's feeling of being accepted by and belonging to a group of employees through working together toward successfully accomplishing work being done together and belief in the worthwhileness of the work.

What determines morale?

1. Feeling that the group of workers is united.
2. Need for a specific objective to be accomplished.
3. Progress which may be seen toward the job to be done.
4. Participation by the individual through doing a meaningful task which is necessary to reaching the goal.

Increasing material efficiency does not necessarily increase people's capacity to work together. Men and women lead a social life on the job as well as off. Workers form groups but this is often overlooked by us as an opportunity to utilize this tendency. Promoting group cooperation is easier if the group has a goal to achieve. With proper guidance the goal can be made clear. If we make it possible for the workers to make observable progress toward it, employees will be stimulated to work on. Having a task and doing a job, and a feeling of participating with other employees of the group lets him know that

he is contributing and that he as an individual is important to the group.⁷⁰ And we all like to feel important.

THE NATURE OF EMPLOYMENT

What is employment?

1. Selection of a suitable person to work within the group.
2. Finding a person with skill, information and ability to perform with competence.⁷¹

Why does a person get hired?

Because he:

1. Can do something the employer cannot do.
2. Is willing to do something the employer does not wish to do.

What does a person get paid for?

1. What he brings to the job.
2. What he puts up with.

What are the two considerations of employment for everyone?

1. What is expected from the employee.
2. What can the employee expect from his job.

What a person needs to be effective on the job.

1. Wage he feels is fair.
2. Supervisor he can respect.
3. Management he can trust.
4. Right to be heard.
5. Job he can do.

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John W. Taliaferro, "The Importance of You," an address before Foremen's Club of Atlantic Steel Company, unpublished January 30, 1950.

What is the purpose of employment?

To find workers who will be as effective in their work units as soon as possible.

Employment is the assembling of a proficient working force which can, with the combination and utilization of money, machines, and materials, create enough goods and services at a cost which will allow a profit reasonable enough to warrant the continued operation of the business.

Hiring is most successful when based on facts.

Selection and placement cannot be well done unless the facts are at hand as to the capacities and interests of the persons who are being considered and as to the opportunities of the positions throughout the organization. Facts are obtained through the personal interview, application form, references, psychological and trade tests (aptitude, performance, achievement, learning ability), physical examinations, and knowledge of company policies and practices.

What is an interview?

1. Meeting between two or more people.
2. Conversation takes place.
3. Exchange of attitudes and information.
4. Determine whether or not an employment association may be established.
5. Provide a suitable employee.
6. Find a satisfactory employer.

THE NATURE OF SUPERVISION

When do we supervise?

Continuously.

What do we do when we supervise?

1. Direct.
2. Encourage.
3. Help.

Who is supervised?

Individuals. Groups are made up of individuals.

Why do we supervise individuals?

In order that they may adjust themselves to their jobs.

What do we expect to accomplish by supervision?

Satisfactory job relations.

What are the essentials for satisfactory job relations?

1. Inward satisfaction.
2. Ability to get along with others.
3. Job efficiency.⁷²

What do satisfactory job relations create?

Job satisfaction.

What is job satisfaction?

The three things most often mentioned as making for liking a job are:

1. The boss.
2. The work itself.
3. People we work with.⁷³

Job satisfaction is the result of various attitudes the employee holds toward his job, toward related factors and toward life in general.⁷⁴

What does our "boss" and our company hold us responsible for?

1. Production.
2. Quality.
3. Costs.
4. Maintaining a workforce that is stable, productive, and satisfied.⁷⁵

How do we get these results?

Through people.

Will rules solve problems?

Rules will not solve problems, they often prevent many problems.⁷⁶

⁷³

Blum, op. cit., p. 77

⁷⁴

Ibid., p. 85

⁷⁵

Glueck, Peabody & Company, Foreman's Manual (Atlanta: Glueck, Peabody & Company, 1949) , p. III 1.

⁷⁶

Training Within Industry Report, op. cit., p. 207.

Six rules a supervisor may find useful.

1. Be enthusiastic in supervision. It's contagious.
2. Learn the technique of supervision and carry it out.
3. Have a definite plan of procedure for supervision.
4. Have a clear idea of job relations he wishes to develop.
5. Understand what his employees are really thinking and feeling.
6. Recognize situations that exist.

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Foundations for getting results through people.

Let each worker know how he is getting along.

Figure out what you expect of him.

Point out ways to improve.

Give credit when due.

Look for extra or unusual performance.

Tell him while "it's hot."

Tell people in advance about changes that will affect them.

Tell them why if possible.

Get them to accept the change.

Make best use of each person's ability.

Look for ability not now being used.

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Never stand in a man's way.

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Browning, op. cit., p. 16.

78

"Job Relations Training," training card based on Training Within Industry Program of the War Manpower Commission (New York: American Institute of Banking, undated), p. 1.

Steps involved in supervision.

1. Introducing the employee to his job.
2. Training the employee to do the job properly.
3. Holding follow-ups.
4. Building up employees' confidence and self-respect.
5. Handling annoyances and grievances.
6. Checking ourselves on our supervision.⁷⁹

INTRODUCING THE WORKER TO HIS JOB.

What is induction?

The breaking-in process.

Who is inducted?

1. The newcomer in the organization.
2. A present employee placed on a new job.

What is the purpose of induction?

1. To make the person feel at home.
2. To enable a person to become efficient as quickly as possible.

How to induct an employee.

Sell him on the job.

Bring out the importance of the business as an occupation.

Sell him on the particular firm.

Point out the advantages of his department.

Point out the advantages of the particular job.

Mention the possibilities of development on the job.

Introduce him cordially.

Explain lines of authority.

Tell him to whom he will be responsible.

Introduce him to a member (or members) of his department.

Show him where he is to work.

Show him the layout of the department.

Tell him where he will be stationed.

Tell him where to put his belongings.

Provide him with the necessary equipment.

Explain what he is to do.

Explain his main duties.

Explain any organizational and departmental policies or regulations.

Explain special procedures.

Explain what his duties are for the first day.

Show him you have confidence in him.

Train for one job.

Teach him one task at a time.

REMEMBER: An employee properly inducted requires less follow-up.

Make him feel at home.

Encourage him to ask questions.

Tell him to whom to go for help when necessary.

Tell him you will stop by to see how he is getting along (and do it).

End on a note of encouragement.⁸⁰

Items to be covered in the induction process.

1. Job--his assigned duties and responsibilities and lines of promotion.
2. Safety--his responsibility for himself and others.
3. Company regulations or rules by which the employee is expected to conduct himself.
4. Employee activities.
5. Business policies relating to employees.
6. Company's structure or organization.
7. History of the product or services.
8. History of the company.

THE NATURE OF TRAINING AND FOLLOW-UP

What is training?

1. Imparting information.
2. Teaching skill
3. Coordinating information and skill.

People learn to do jobs. They can learn by being trained or they can learn through mistakes, through gradual catching on. Learning by doing is good, planned training. Learning by accident or by exposure is only a hope and represents a serious charge against good management.⁸¹

The ability to inspire as well as to inform and instruct is a vital element in training.

Good instruction calls for the know-how of instructing as well as the know-how of the job to be done. This knowledge and skill of how to impart information and teach skill is as essential as knowing how to do the job itself. Both are important but teaching skill is a skill apart from just knowing how to do the job.

The know-how of training means knowing how to get the information across to the employee in a simple, direct way so that he will easily understand it and properly interpret it, and properly relate it to the whole work operation, and his part in it.

The know-how of training also includes knowing and applying the incentives that get the best response from employees in terms of effort, enthusiasm, cooperation, application of information, acquisition of

⁸¹

Training Within Industry Report, op. cit., p. 17.

skill and coordination of the two.

How to get ready to instruct.

Here are four get ready points to be covered before instructing.

1. Have a time table.

How much skill do you want the learner to have?

How soon do you want him to have it?

Here is an easy way to do it. Complete for yourself this statement: " (employee) should be able to do (what job) and do it (how well) by (what date) ." If you like, set down the names of your learners on a piece of paper, then list the dates by which you are going to try to have them able to do the jobs they need to know. Time is short. Have a time table for yourself and your learners.

2. Break down the job.

List the principal steps.

Pick out the key points.

There is one right way to do every job. Too, there are a few key points in every operation that make or break it. If these key points are done right the whole operation is right. If any one of them is missed, the operation is wrong. If the job is put over to the learner with these key points made clear, he will really "get" it. He will do the operation right the "first time." He won't be fighting the work or making mistakes. An easy, quick way to get the job clearly outlined is

to fill out a breakdown sheet for each job of the operation. This is for the supervisor's use. It is not given to the learner.

3. Have everything ready.

The right equipment.

The right materials.

The right supplies.

The correct example, the right method, no fumbling, no excuses, not missing a trick, when the supervisor does things right creates the right mental image which he can follow in doing the job.

4. Have the work place properly arranged.

Just as the learner is expected to keep it.

The work place in work order before starting to teach him tells him how you expect him to keep it, and gives him a picture of just how.

How to instruct.

Four steps to take to instruct a man or correct his work.

1. Prepare the worker to receive the instruction.

Put him at ease. He can't think straight if he is embarrassed or scared. Be patient.

Find out what he knows about the job. Start in where his knowledge ends.

Get him interested in learning the job. Relate his job or operation to the final product, so that he knows his work is important.

Put him in the correct position. Let him see the job from the

angle from which he will work.

2. Present the operation.

Tell him.

Show him.

Illustrate.

Question carefully and patiently. "Put it over" in small doses."

Stress key points. These will make or break the operation--

maybe make him into what you want him to be. Get understanding and accuracy first, speed later. Repeat the job and the explanation when necessary.

3. Try out his performance.

Test him by having him perform the job.

Have him tell you and show you. You want to know he understands.

Have him explain the key points.

Ask questions and correct errors. Correct his errors. Do so patiently. Show your confidence in his ability to understand and to do the job.

Continue until you know he knows.

4. Follow-up.

Put him on his own. He has to get the feel of the job for himself.

Designate to whom he goes for help. Yourself or someone you designate, but make sure he will get the right information from the right person.

Check frequently. Go back as often as it is necessary, but don't take over the job too soon or too often, or at all if you can point out the help he needs.

Encourage questions.

Get him to look for key points.

Taper off extra coaching until he is able to work under normal supervision.⁸²

Holding follow-ups.

What is a follow-up?

An informal conference between a supervisor and an employee.

What is the purpose of a follow-up?

1. To determine how the employee is getting along.
2. To encourage him.
3. To help him to improve.

Kinds of follow-up.

1. Routine check up.

This is for the purpose of seeing how the employee is getting along, not to correct a known weakness or error.

2. Correction interview.

This is for the purpose of correcting a weakness or error on the part of the employee and to help him to improve.

What can be gained through follow-ups?

Gives a check on the effectiveness of our instruction and supervision.

Improved employee performance.

Correction of a specific situation that needs correction.

Development of good employee-supervisor relations.

Information about conditions in the firm or department.

Information about the individual employee.

Considerations in planning for the follow-up.

Set aside sufficient time to properly conduct it.

Hold the follow-up when the employee needs it most.

Make sure all employees receive attention.

Plan for both the routine and the correction follow-up.

Conducting the follow-up.Prepare for the follow-up.

Select a suitable time.

Remember that the follow-up should encourage the individual and improve his performance.

Secure as much privacy as possible.

Know the background of the individual and the situation on the job.

Be prepared for alibis.

Make a thorough check-up.

Ask the employee how he is getting along.

Allow the employee to express himself--don't do all of the talking.

Commend his good points you have observed.

Ask the employee for suggestions.

Listen to comments impartially.

Avoid making promises that cannot be kept.

End on a note of encouragement.

Correct constructively.

Bring the situation which needs correction to his attention.

Have the employee recognize the situation to be corrected.

Allow the employee to present his side without interruption.

Keep the interview objective.

Keep your attention and his on the remedy rather than placing the blame or puncturing alibis.

Have the employee correct the situation or suggest how it should be handled.

Make sure the employee knows why and how the situation should be handled.

Make sure the employee understands the seriousness of the situation.

End on a note of encouragement. (Remember the follow-up should encourage the individual and improve his performance.)

Check the results of the follow-up.

Act promptly on whatever decisions are made.

Watch for and commend improvement.

Put chronic offenders on probationary period, if necessary.

This is not necessary in all instances for all offenders are not chronic offenders and should not be treated as such.⁸³

How to improve job methods.

Step I--BREAK DOWN the job.

1. List all details of the job exactly as done by the Present Method.
2. Be sure details include all:
 - Material Handling.
 - Machine Work.
 - Hand Work.

Step II--QUESTION every detail.

1. Use these types of questions:
 - WHY is it necessary?
 - WHAT is its purpose?
 - WHERE should it be done?
 - WHEN should it be done?
 - WHO is best qualified to do it?
 - HOW is the 'best way' to do it?
2. Also question the:
 - Materials, Machines, Equipment, Tools, Product,
 - Design, Layout, Work-place, Safety, Housekeeping.

Step III--DEVELOP the new method.

1. ELIMINATE unnecessary details.
2. COMBINE details when practical.
3. REARRANGE for better sequence.
4. SIMPLIFY all necessary details:
 - Make the work easier and safer.
 - Pre-position materials, tools and equipment at the best places in proper work area.
 - Use gravity-feed hoppers and drop-delivery chutes.
 - Let both hands do useful work.
 - Use jigs and fixtures instead of hands for holding.
5. Work out your ideas with others.
6. Write up your proposed new method.

Step IV--APPLY the new method.

1. Sell your proposal to the boss.
2. Sell the new method to the operators.
3. Get final approval of all concerned on Safety.
Quality, Quantity, Cost.
4. Put the new method to work. Use it until a better
way is developed.
5. Give credit where credit is due. ⁸⁴

THE NATURE OF COMMUNICATION

Everybody is counselled. Everybody is going to be communicated with by somebody and the results we hope will not leave us or them in a bad way.

The point is that we do listen, we do talk. We communicate by diverse means. We are influenced in our actions and guided in our interpretations. We go in one direction or another in accordance with what we are to begin with and what is meaningful to us as individuals.

Until one of the last two human beings directs some destructive missile toward the other with successful results, communication will continue in our social and economic existence on the job. We will be influenced to feel as we feel, do as we do, because of the interpretations we as living beings give to whatever pressure is upon us.

What we are dealing with in communication with our employees is attitudes, job satisfaction, morale, incentives, individual differences, basic needs, informal organizations, and the like. These are just words though, and words that Joe Doakes with four kids to be fed knows or cares little about unless in this thing called "employee communication" is sincerity of purpose. Sincerity of purpose begins in the heart and mind of the chief executive (and every other guy between him and Joe). It is the intention to approach all human beings with dignity and respect and deal with a spirit of good will and fair dealings.

Communications can do nothing more than tell the story, if there

is a story to tell.

There are two sides to the story. Communication is a two way matter. It is horizontal two ways in its best form, vertical two ways in its best form. It is to and from, not just to. It is also from and to people on the same job level.

The performance of the function may be assigned or unassigned. But the function is performed by somebody, assigned or unassigned.

The best person to do it is Joe's boss. He should represent the shortest distance between two points, Joe's attitudes and the chief executive's intentions; between the chief executive's attitudes and Joe's intentions. Joe's boss should have all the dope, and have it straight. He does have the best opportunity to get it across to and from Joe, if he maintains the right job relations; if he recognizes the advantages it offers him to communicate enough, do it right, and do it at the right time. It keeps problems from arising for him. It keeps the chief in the know. It lets Joe know what the score is.

After all what can be said?

"Listen Joe, this is the deal, and this is what is in it for you. Okay?"

That Joe can understand, so why make something complicated out of a simple, forthright, honorable attitude.

That Joe will understand, unless somebody communicated with him before Joe's boss did.

BUILDING OURSELVES BY BUILDING MEN

No man reaches the top alone.

Give deserved recognition.

Make the best use of employees' abilities.

Recognize effort as well as achievement.

Give immediate recognition.

Never stand in a man's way.

Avoid belittling.

Anticipate employee success, not failure.

Take time to listen attentively.

Avoid sarcasm or ridicule.

Avoid the "boss attitude."

Treat the employee as an individual.

Call the employee by name.

Notice the employee, acknowledge his presence, even though busy.

Comment about his outside interests and problems.⁸⁶

The basis for building men.

How far a man goes, regardless of what else he may have, is determined by his morale. It also determines how quickly he gets there too. The same is true of supervisors, managers, and executives in

building their own success. How far they go depends upon the morale of the people they "get results through."

Morale is enthusiasm in the carrying out of a common cause. It is the plus that causes some supervisors to get more work done, better work done, work done with less effort and at lower cost, and in general makes the supervisor look better than those who just don't get the recognition and opportunities for advancement, regardless of what they know.

It is the difference between job satisfaction and job drudgery.

The development of morale in a department, section or group is based on a number of factors. Many of them are beyond the control of the supervisor. Within his control though are five:

1. Knowledge of the work to be done--the men, materials and machines required to do the job.
2. Knowledge of responsibilities--policies and factors surrounding the work--the rules, regulations, schedules, inter-departmental relationships, and lines of authority involved.
3. Skill in improving methods--skill in planning activities for the group--utilizing materials, machines and manpower more effectively which calls for study of each operation in order to simplify details of the job, combine, rearrange, and eliminate useless or inefficient effort and methods.
4. Skill in instructing--increasing satisfaction and production by developing a well trained work force which will have less waste, re-work, fewer accidents, and less damage to equipment and produce a better

product or service.

5. Skill in leading--understanding people, analyzing situations, determining ways of working with people, and making sound decisions.⁸⁶

These are basic needs of all supervisors in developing their own personal success; they are needs of supervisors in building the morale of men which makes success possible.

Requirements for developing morale--and men.

1. A sense of physical and mental well-being.
2. Effective leadership.
3. A feeling of responsibility for the work by the individual, by the group, and to the group.
4. Sound knowledge of the individual's task and its purpose.
5. A definite objective believed in by the group.
6. Knowledge that the individual's contribution is appreciated.
7. The feeling of having a square deal in all phases of the work.
8. Knowledge of the group's progress and confidence in the success of the group's work.
9. Security of position.
10. Treatment as an individual.⁸⁷

⁸⁶

Training Within Industry Report., op. cit., p. 48.

⁸⁷

Bell Aircraft Corporation, Supervisors Manual, op. cit., p. S-12.

What it takes to build men and make leaders.

The will to lead.

Good men often fail because they do not have the drive vital to all forms of success.

Their people do not feel the lift which comes with the will to win, the determination to succeed, which is necessary if the job is to get done.

People naturally follow men who are not afraid of themselves, who have faith in their own strength, who throw off the enslavement of small things, free themselves from bondage of petty hindrances, and cast off self-imposed limitations and burdensome restraints which chain them down.

People find a sense of security in following men with will to win and the drive to go ahead.

Ability to unify.

Concentration on how a thing can be done instead of thinking about why it cannot be done or how difficult it is going to be sets apart the man with the ability to unify. He coordinates all of his energies and directs all efforts, his and others, so that difficulties in operations or differences in opinion will not be permitted to stand in the way of getting the job done. This man builds himself by mastering lukewarmness, indifference, dissensions, pettiness, halfhearted efforts and misdirected action into a unified control of constructive movement. He gives the work and the worker a sense of unity and purpose. He gets the work out.

Long-range vision.

Vision is the faculty of seeing. Super means above and beyond.

Supervision is then the faculty of seeing above and beyond what is seen by the people directed, encouraged and helped. Direction, encouragement and help are possible because we see above and beyond. Employees, somehow, see in their jobs about what their leaders guide them to see. If the supervisor believes every man's contribution is vital to the success of the whole group, he conveys this attitude. He lifts the worker's vision to see this also. The worker becomes conscious of a meaningful task, and of a new spirit in his work. Even though his job may be commonplace he sees it in the new light of its importance, and it is important, or he would not be hired in the first place. He is necessary or he would not be employed. He is needed to get the job done. He feels wanted as a co-worker. This long range vision of the supervisor, manager or executive constantly projects the picture of what is to be accomplished before the worker, and lets him see that what the worker accomplished that day is progress he contributed toward what the group is doing together. This same long range vision keeps the focus of the worker not just on the task at hand but on the job ahead for him, the recognition and advancement which may result from his work, his planning, his vision, and his cooperation with his supervisor and the group. Vision is a contagious element. It is a useful faculty. It is a powerful incentive. It helps build ourselves. It guides us in building men.⁸⁸

HOW TO HANDLE A PROBLEM

1. GET THE FACTS.

Review the record.

Find out what rules and plant customs apply.

Talk with individuals concerned.

Get opinions and feelings.

Be sure you have the whole story.

2. WEIGH AND DECIDE.

Fit the facts together.

Consider their bearing on each other.

What possible actions are there?

Check practices and policies.

Consider objective and effect on individual, group,
and production.

Don't jump at conclusions.

3. TAKE ACTION.

Are you going to handle this yourself?

Do you need help in handling?

Should you refer this to your supervisor?

Watch the timing of your action.

Don't pass the buck.

4. CHECK RESULTS.

How soon will you follow up?

How often will you need to check?

Watch for changes in output, attitudes, and
relationships.

Did your action help production?⁸⁹

How to handle a routine problem.

1. Reduce the problem to a specific question.

2. Improve the question's wording until it defines your
problem exactly.

3. Select a variety of possible answers.

4. Choose the practical ideas which you intend to use.

5. Weave them into a specific plan of action.
6. Put the plan into effect.⁹⁰

Consultative Supervision.

Consultative supervision is a process of . . . management whereby the supervised are not only consulted before action in which they are interested is taken but the supervised are urged to contribute constructive thought to the solution.⁹¹

It may be used to an advantage not only because it gives the worker a chance to express himself but because of the great help it is in getting good and new ideas.

One supervisor referred to by his subordinates as a man they would "go through hell and high water for," frequently calls in small groups of men one and two levels below him and asks them to pitch in with their ideas on the problem at hand. Because of his obvious sincerity in opening the door for the presentation of different points of view the group members "shoot the works."

After an adequate discussion this supervisor usually ends up, "Well, there seems to be quite a difference of opinion on what we ought to do about this. But somebody has to make a decision. In the light of all the discussion here it seems to me that we ought to . . . and we'll proceed on that basis. Maybe those of us who hold this view are wrong, but let's give it a try and see where we come out. If we're wrong, we'll even let you other fellows say 'I told you so!'"

And when the group members go out they're saying to each other, "He's a swell guy" . . . "Well, anyway, I had my say" . . . I'm willing to give it a whirl."

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The principle of consultation has been used by many supervisors and executives from the beginning of human organization. It is seen in its simplest form when a supervisor says to one

⁹⁰

Richard W. Wetherill, Management Techniques for Foremen (Deep River, Conn.: National Foremen's Institute, Inc., 1946) , p. 13.

⁹¹

Scott, Clothier, Spriegel, op. cit., p. 322.

of his subordinates, "What do you think about this, Joe?"⁹²

HANDLING ANNOYANCES AND GRIEVANCES

Our responsibility in handling annoyances and grievances.

To prevent, as well as cure, the situation.

To have a sympathetic understanding of the problem.

What is an annoyance?

A condition that causes employees irritation. While it is frequently insignificant in itself, if overlooked or repeated, an annoyance may become a grievance.

What is a grievance?

A grievance is the cause of a feeling of injustice being done. It is more serious than an annoyance and much more difficult to handle.⁹³

How do we meet employee annoyances and grievances?

With:

1. Facts.
2. Firmness.
3. Fairness.
4. Faith.
5. Great deal of light.
6. Not too much heat.

Nature of annoyances and grievances.

1. There is a tendency to camouflage.

⁹³

Browning, op. cit., p. 106.

2. Reactions to annoyances and grievances are of a contagious nature and spread readily from one employee to another, and from one group to another.

3. Methods of expression are many and subtle.

4. An imagined grievance or annoyance is just as important to the person who feels it as a real one, and just as difficult to deal with.

Some causes of annoyances and grievances.

Treatment by others.

Treatment to others.

Upholding regulations.

Distribution of work.

Compensation.

Personalities.

Company policies.

Hours.

Physical equipment.

Competition.⁹⁴

How to handle annoyances and grievances.

1. Prevent development of grievances.

Provide a channel for expression of employee opinion.

Watch for possible sources of annoyances.

Clear up petty annoyances before they become grievances.

Explain in advance, changes that will affect employees.

Explain reasons for changes.

Explain how employees can meet the changes.

2. Handle problems promptly, tactfully, firmly.

Be open minded and objective.

Get all the facts and opinions on the case.

Consider all possible solutions in light of their effect on employees and the organization.

Decide whether to handle the problem alone, or get help.

Make a definite decision.

Explain decision so that employees will feel their side has been given full consideration.

Put decision into effect as soon as possible.

Check results to see if action cured the situation or prevented a reoccurrence.⁹⁵

EVALUATING OURSELVES ON OUR SUPERVISION

What advantage does evaluating ourselves offer?

1. Lets us see whether results are being obtained.
2. May improve method and procedure.
3. Gives impetus to do better.
4. Provides inspiration to do more.

What are measures of supervision?

1. Job performance of employees.

Better work done in less time.

Lowered costs.

Less criticism by others affected by errors or poor quality.

2. Job satisfaction

Good employee attitude.

Employee cooperation.

Regular attendance.

3. Group morale.

Elimination of annoyances and grievances.

Reduction of conflict between employees or employee groups.

How may measures of effectiveness of supervision be obtained?

1. Through records.

Performance records--production, errors, cost, sales, complaints.

Attendance records.

Labor turnover records.

2. Through observation.

Records show what has been achieved, but not how these results have been brought about. There are many things employees do that are not officially recorded, such as efforts to please a difficult customer, how an employee is carrying out a procedure which tells whether he has been adequately and properly trained, small acts of thoughtfulness or discourtesy on the part of employees that tell whether or not the supervisor is building good morale. Listening to comments will tell where difficulties lie, and what is satisfying to employees.

3. Through conversation with others.

Holding follow-ups with employees.

Department group meetings.

Conversation with fellow supervisors and exchanging constructive criticism with them.

What helps in keeping ourselves evaluated on our supervision?

1. Cheerful, positive, enthusiastic attitude and example.

Followers follow. Leaders lead. Exemplifying the attitude and demeanor we want our people in our group to reflect develops good employees and builds group morale. A supervisor serves as an example whether he thinks about it or not. If he is cheerful, enthusiastic, positive, and acts as if he has something to do and some reason for doing it, this attitude is likely to be reflected in his employees. Good supervisors lighten rather than add to the worries of employees. Employees have enough trouble of their own. Do not expect them to

share ours. If we allow our feelings to show and our worries to become evident, those working with us will likewise become depressed. It is all right for employees to share our work problems, but not our worries.

2. Use a check list as a reminder.

It is easy for all of us to forget to evaluate ourselves on our supervision, or to forget some things that are pretty important in the process. A check list placed where it will be seen daily is often useful in reminding us to do it, and to do it right, as we want it done.

Check and double check on supervision.

Will do

Have done

See that my supervision points up good as well as poor points.

Remember to give attention to every employee.

Make sure every employee is properly introduced to job.

Follow-up every employee regularly.

See that my supervision encourages, directs, and helps.

Will bolster employees' self-confidence and build ability to perform.

Will live up to what the firm expects of me as a supervisor.

Will live up to what my employees expect of me as their supervisor.

Promptly give credit where and when it is due.

Encourage employee initiative and talent.

Be enthusiastic in supervision.

Notice possible sources of annoyance or grievance.

THE JOB THE SUPERVISOR IS RESPONSIBLE FOR--THE WHOLE JOB.

The supervisor is one who gets his work done through the willing cooperation of others. A successful supervisor will organize, deputize, supervise. By properly delegating such responsibilities as he deems advisable, he will be free to see the over-all picture, to plan, to organize, to supervise.⁹⁷

"Of all the responsibilities placed upon any supervisor, that of training others, by all odds, tops the list. In our ability to train supervisors to train others lies the crux of management's job."⁹⁸

Responsibilities toward personnel under our supervision.

1. Provide inspirational leadership.
2. Proper induction of new employees.
3. Proper placement of employees.
4. Proper training of employees on present jobs.
5. Proper training of employees for the next job ahead.
6. Provide adequate instruction and interpretation in company policies.
7. Promote and transfer employees impartially when the opportunity arises.
8. Recognize each employee as an individual.

⁹⁷

Richard H. Rich, "The Twenty Three Responsibilities of a Supervisor," address before the Personnel Club of Atlanta, September 6, 1949, unpublished, pp. 2-7.

⁹⁸

Ibid., p. 3.

9. Promote cooperative effort and goodwill.
10. Maintain discipline.
11. Encourage suggestions and give credit where credit is due.
12. Maintain satisfactory working conditions.
13. Represent employees to management.
14. Rate employees fairly for the purpose of personnel reviews.

Responsibilities toward the firm.

1. Interpret and apply policies.
2. Protection and maintenance of materials.
3. Improve standardized methods.
4. Maintain necessary records.
5. Control operating expenses and stay within the limits of budget.
6. Organize the work load.
7. Delegate, with necessary authority, appropriate responsibilities.
8. Handle all personnel matters (with assistance where it is felt necessary).
9. Supervise all operations in the department.

The responsibilities when they are fully assumed by all lines of supervision will be merely the ground work on which we build the skills necessary to accomplish scientific management. In defining the elements inherent to supervision, we have merely begun the job of training for supervision.⁹⁹

USING OURSELF, OTHERS, AND TIME.

Saving ourself and spending ourself.

Emotions have as much to do with success as the mind. We only have so much energy. Friction, either at work or at home, burns up this energy. Suppose the gas line of your car has a blockage in it. Energy will be used to pump the gas through and you won't have as much to operate the car when it reaches the end of the line. The same is true with your emotions and your job.

100

Using others.

All of us have a need of acceptance, approval and affection. When the need is not met, a person begins to feel uncomfortable and either strikes out at people around him or withdraws to himself.

Have confidence in people and treat them with the respect and dignity each individual needs. People don't want to be ornery and dogmatic, but some can't help it. If a man can't do the work, help him find something he can do better or discover the causes behind his difficulty.

101

Using time.

This is the great reason for budgeting time intelligently. It is the most important contribution the modern leader can make

100

Author unknown, personal notes of John W. Taliaferro

101

Ibid.

to the art of human engineering. Money will not buy the minds of men. Only goodwill, fair play and sympathetic understanding can pave the way for unquestioned loyalty, binding . . . personnel together into one community of common accord.

If the leader reserves a little time each day from the pressure of routine duties and uses it for unselfish and helpful contacts with his personnel, he strengthens his work immeasurably and advances his own leadership as well, for good human relations are supremely vital to all industrial coordination.¹⁰²

THE SECURITY WE HAVE

The only security we have is built within ourselves.

It means that no matter what happens to us, we have the courage and strength to face the problem, and the will to work it out.

APPENDIX B

FIRMS AND ORGANIZATIONS SPONSORING OUTSTANDING TRAINING PROGRAMS

Firms

Abbott Laboratories
American Telephone and Telegraph Company
Armour and Company
Armstrong Cork Company
Atlantic Steel Company
Bausch and Lomb
Bonwit Teller Company
Carrier Corporation
Chrysler Corporation
Cluett Peabody and Company, Inc.
E. I. duPont de Nemours and Company, Inc.
Eastman Kodak Company, Inc.
Firestone Tire and Rubber Company
Forstmann Woolen Company
Ford Motor Company
General Electric Company
General Mills, Inc.
General Motors Corporation
Goodyear Tire and Rubber Company
Leeds and Northrop
McCormick and Company

Pratt and Whitney, Inc.

Radio Corporation of America

Retail Credit Company

Rich's Inc.

Southern States Equipment Corporation

Sperry Gyroscope Corporation

Standard Oil Company of New Jersey

Swift and Company

Thompson Products Company

Vicks Chemical Company

United States Steel Company

Western Electric Company

Westinghouse Electric and Manufacturing Company

Organizations

National Association of Industrial Management Clubs
affiliated with the Y. M. C. A.

National Association of Manufacturers

National Foremen's Institute